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Vol. IX, No. 3, July, 1948

Association of College and Reference Libraries



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July, 1948

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Association of College and Reference Libraries

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California Examines Its Divided Catalog

Mrs. Nyholm is special assistant, Newberry Library.

IN THE AUTUMN of 1938 a brief article was written on the divided catalog in the University of California Library.¹ In this paper it was promised that a further report on the use of this catalog would be forthcoming. Although it seemed easy at that time to fulfill such a promise, it has not been until now that this accounting can be made.

To report with objectivity is not usually an easy task. The dividing of a great dictionary catalog—a costly project—usually has both supporters and opponents. In the following report, therefore, every effort is made to provide evidence on both sides of each question involved.

It was decided early in the planning stages of the study to allow the users to speak for themselves. In order to obtain data on use, 1000 mimeographed questionnaires were distributed to students throughout the university's schools and departments—to freshmen and graduate students, service men and civilians, and to professors and librarians. Each person checked his status only, omitting his name so that he might speak freely. The study was made with the university administration's approval,² and the faculty members were, in general, cooperative and interested. Some questionnaires were filled out by users as they

came into the library, but for the most part, the test was given to assembled classes. Information was wanted from students who were not heavy users of the library, as well as from those who were.

The professional librarians were also included in the study. Students in the school of librarianship were considered among the employees of the university library in tabulating answers from the group called "librarians." This group of answers, therefore, represents the reactions of a group of trained librarians rather than those of the California library staff solely.

Questions Used

The test itself consisted of six questions, phrased simply, with diagrams and illustrative examples. Briefly summarized, the questions were as follows:

1. Were you aware that the university has a divided and not a dictionary catalog?
2. Do you find this divided catalog easier or more difficult to use than a dictionary catalog? Does it save time or take time?
3. Do you use the subject or the author-title catalog more frequently?
4. Were you aware, and if so, is it helpful, that the university has placed some duplicate subject cards in the author-title catalog, namely, subject cards for biographies?
5. Do you hesitate as to which catalog to approach, and have you heard complaints on this score?
6. Were you aware that the university has refiled its catalog according to a more strictly alphabetical scheme? Do you prefer this to the conventional system of filing?

¹ Wood, Amy. "California Divides Its Catalogue." *Library Journal* 63: 723-26, Oct. 1, 1938.

² The examinations were given by Jens Nyholm, then assistant librarian, University of California.

The first two questions were the important ones. After the exacting labor of breaking the catalog in two parts, how many users were aware of the division? How many found the change worth while? The following table summarizes the reactions of the patrons (by groups) to the questions on a percentage basis. Question 6 has been divided into two parts. In the discus-

students provide some answer to this question. Had the examinations been given earlier, the figures favoring the change would not have been as high as the reports show.

A final factor to be considered is the chance personalities represented in the group tested. As the work progressed on the analysis of the questionnaires, it be-

TABLE
RESPONSES OF 1,000 USERS TO VARIOUS ASPECTS OF THE DIVIDED CATALOG (IN PER CENT)

Responses	Users (in per cent)				
	All Classes	Librarians	Faculty	Graduates	Under-graduates
1. Unaware of the divided catalog	15	0	9	7	19
2. In favor of the divided catalog	74	60	54	68	78
3. Prefer use of author-catalog over subject catalog	61	65	77	48	61
4. Favor biography cards in author-title catalog	44	65	50	50	40
5. Hesitate as to which catalog to approach	45	7	40	45	50
6. Unaware of changes in filing code	49	0	50	27	58
7. Favor new filing code	82	63	77	62	87

sion which follows references are made to this table.

Before discussing the returns on the questionnaire, it may be well to indicate the factors which relate to the dependability of the answers. Tabulation of the returns was carefully done by two persons. Both of these tabulators were interested in providing an impartial answer to the question of the efficiency of the divided catalog.

Another matter of significance related to the time the test was given. Some librarians were of the opinion that the test was given too late, and that the ideal time would have been soon after the division was effected, so that students who had used the old catalog could react more thoughtfully to the new catalog. The comments of the

came evident that the personality of the users was a dominant factor in adaptability to the new catalog. The undergraduate who wrote: "Neither is easier. It depends upon a person's adaptability how soon he will be able to use either catalog," represents the median group. At one extreme is the adaptable student who wrote: "How could it be easier?" and at the other, the unadaptable, who replied: "It is too complicated, takes too much time."

Awareness of the Division

As shown in the table, undergraduates represented the largest group of users who were not aware of the division of the catalog. For a university the size of Cali-

fornia, perhaps 19 per cent of the undergraduates, or almost one in every five, is within the range of expectation. It was found that many undergraduates did not even use the library. On the basis of the sample, it was estimated that one out of every seven of the total university population was not aware of the division of the catalog. One librarian noted: "The public does not seem to realize there are two catalogs. I find them looking for subject cards in the author file, and vice versa."

In Favor of the Division

Now, after the expensive division, how many found that it expedited searching and saved time? As noted in the table, three out of every four, or 74 per cent, found the divided catalog easier to use and approved of it. Data indicated that the step had been a desirable one.

Since the first two questions were regarded as fundamental, it may be well to consider them in more detail before turning to the other aspects of the study.

The exhaustive considerations of whether the user's mind would react in this or that exact way, of whether this or that nicety in filing was more important, of whether students would look in this or that exact place, gradually appeared quite useless. They were merely the opinions of reference librarians and catalogers saying what they themselves would or did do. As the study of the papers continued, it became obvious that the majority of the students were voting for a system that gave them *a subject approach they had not realized the dictionary catalog had contained before*. They thought that thousands and thousands of completely new subject cards had been made for them. Few showed the slightest conception that it was strictly an inside job of division and reassembling. And they liked it because the trays were not

so full, and that they had fewer cards to (in their own words) "thumb," "plow," "wade," "hunt," "fumble," "file," "leaf," "pick" and "poke" through.

It is difficult to believe this situation existed unless one actually reads excerpts from the student reports. Thirty odd examples have been selected for illustration of this important aspect of the study.

The following quotations are taken from reports of graduate students:

"It is a great help if you don't know the book written on a certain subject to be able to go to the subject catalog and find a list of them." "New subject catalog is one of the best parts of the library, because it doesn't require that you have a specific author or title in mind." "When writing a comprehensive term paper on India without having a book list to refer to, the subject catalog gave me a list of books on that subject. Without the subject catalog I would have had to spend many more hours on hunting books written about India, and would probably have not found all that were available." "In the case of a term paper, where you have a subject to work on, but no definite references, the subject file is a great help." "When writing a paper without specific references in mind, one may look in the subject catalog and find appropriate books (since one cannot browse among books in the particular section to find ones which are good)."

Undergraduates

The following quotations are from undergraduate students:

"Because I often have a subject to look up that I have no idea of any book on, the subject catalog is invaluable." "Oftentimes looking for subject material and do not know titles or author under which to look. Also seldom have time to collect such information myself." "I was writing a paper on Greek education and saved a great deal of time by using the subject catalog when I didn't know what books to read." "It isn't necessary to know authors or the titles of books to go through the subject catalog for each book. They will all be under the subject division."

"If you are working on a term paper, by using the subject catalog you can find all the books on the one subject. If a dictionary catalog were used there wouldn't be such a complete selection given on the one subject."

"The subject file helps in finding references on subject matter for term papers, etc., for which no bibliography is given." "When writing a term paper you can look in the subject catalog and find references you would not have been able to locate under separate titles." "Often in research work the title or author is not known. It would be almost impossible to find the reference material in a dictionary catalog. The subject catalog is very helpful in this respect."

"In collecting data for term papers, I find the subject catalog most helpful with every book, article, etc., listed under the specific topic which I am at the time writing on." "The subject catalog saves one from looking for separate books under separate titles and authors in the author-title catalog." "Many times you may want to find several books about a subject, when you know neither the author, nor the title. In this case, you can look in the subject catalog and find the information wanted immediately." "When looking up a subject such as the Monroe Doctrine, if nothing is known about the leading historians of the subject, this can easily be found by looking in the subject catalog under the specific topic. However, this research would take much longer in the dictionary catalog because the books would be filed alphabetically instead of being grouped together under specific topics."

"At times one wants books in general under a specific topic, but doesn't remember names or authors." "References to available source material filed together under subject matter need not be tracked down individually. I frequently find much source material which I didn't realize is available, and could not have found if entries had not been placed in the subject file." "In the dictionary type of catalog, the subject file is generally neglected, and incomplete."

Frequency of Use of the Two Parts

Sixty-one per cent of the group responded that the author-title catalog was used to greater extent than the subject cata-

log. Faculty members showed more use of the author-title catalog than any other group. Even the graduate group, which showed a preference of 48 per cent for the author-title catalog indicated greater use of this catalog, since 10 per cent reported equal use of the two parts.

One constant complaint arising from the separation of the subject catalog may give some cause for reflection. The returns show that some of the labor-saving devices of catalogers are questionable. Many libraries, when typing their cards, use an abbreviated form for added entries and subjects. When reference is made to another catalog at a distance as results in a divided catalog, the saving in time of typing, however, becomes a dubious practice.

Lack of entries for publications by organizations is another cause for complaints. As one user reports:

"Material by an organization (e.g. C.I.A.) doesn't usually get a subject entry under the organization name," or "The subject catalog contains entries only for material about an agency of the government, whereas their own reports in the author-title catalog are the best material about them." A librarian reported: "Students consider the word *subject* to mean any topic which they have been assigned. As a consequence they are inclined to look in the subject catalog for corporate bodies. In this way the descriptive material is found, but not the material written by the agency."

The third major source for complaint concerning the subject catalog was the existence of catch titles serving as subjects in the author-title catalog. Again, it is not only the librarians who are aware of this flaw in the division. A professor states:

"In the field of filtration, I searched for books and articles: they were not to be found in the subject catalog, but were in the author-title catalog." Another writes, not quite understanding, but aware that something is

wrong: "For a person used to the dictionary catalog, a certain amount of time is lost remembering that this is divided and remembering that the line between subject and added entry is sometimes a fine one."

An undergraduate writes: "The books are more difficult to find in the subject catalog because I've often had to look in both the systems to find a book." The librarians, of course, are only too well aware of this. "Quite frequently the few title cards beginning with the key word will make a student think he has found the subject cards, and all the material here on a subject." Another warns: "We know that catch-word titles of subject value exist in the author-title catalog, so we have to use the two catalogs always so as not to miss material." And the catalogers complained: "In cataloging, we must try to substitute subjects from a frequently inadequate list for catch-word title, which otherwise is a natural and easy solution."

The Professors Cause a Surprise

Impressed with this use and this awareness, remembering the gratitude with which the undergraduate was discovering the subject catalog now that it stood alone, the normal reaction is to decide that more time, more effort and more care should be put into subject work. It is somewhat disturbing, therefore, when professorial opinions are examined. The first one states bluntly:

"I don't feel that it is a special help to have both. An author-title catalog would be sufficient." "The division is confusing until one realizes that the subject catalog is valueless and ignores it completely." Another states: "I use the subject catalog so little . . ." "Usually I have a definite title or author to refer to." The prize, though, is the indifference expressed as follows: "As I remember it, the subject catalog does not interfere in any way with my using the author-title catalog."

Duplicate Cards for Biographies

In the division of the catalog all the cards for biographical works were duplicated and appear in both the subject and

author-title units. This involved considerable work, so more than a little curiosity was present in examining the opinions of the users. Of the total group only 44 per cent found this duplication helpful. The favorable replies from librarians were highest, and this is probably related to awareness, since 52 per cent of the undergraduates were unaware of the existence of the duplication.

The importance of this matter is evident when one considers that one of the factors behind the division was the reduction of the size of the catalog, which was becoming so large as to impede rapid consultation. If hundreds of cards had to be duplicated, it is apparent that part of the gain is balanced by an expensive disadvantage.

Which Catalog to Approach?

As shown in the table, 45 per cent of the total group has no trouble in approaching the correct catalog. Undergraduates had the most difficulty in making the distinction between the catalogs, and librarians the least. This finding is consistent with what might be expected on the basis of the experience of the users. It is significant to cite the remark of one librarian: "Can only repeat that the divided catalog means much more work for the catalog department: duplicate entries, special statistics, double checking."

Students had more difficulty because they were not sure of the contents of the two catalogs; frequently they did not recognize the difference between a "subject catalog" and any other catalog. One said: "I have been wondering if books are repeated in the two catalogs or if different books are listed in each catalog."

The wording of Question 5 provided the students with an opportunity to express themselves on the library service in general. Complaints irrelevant to the card catalogs were of course made. It was clear, how-

ever, that students did not avail themselves of the instructional program of the library, which includes tours, handbooks, and bulletin boards, as well as informational services.

In Favor of the New Filing Code

At the time the catalog was divided, a new filing code had been worked out whereby a good many of the conventional filing rules had been dropped in favor of a system as strictly alphabetical as possible. Although all the librarians knew of this change, almost half of the total tested were unaware of the filing reorganization (see table).

Among the minority who were disposed to favor the old rules were librarians and graduate students. Both of these groups considered the new rules as separating items which logically should stand together. Those in favor of the new rules indicated that straight A-Z filing was more consistent with the approach of the user, especially the undergraduate, rather than that of the librarian.

The catalog remains complicated, however. As one undergraduate wrote: "I can't make any statement as to time saved, or ease experienced, because I never noticed any difference in filing. I just keep looking for the subject until I find it." Despite difficulty in use, however, it may be concluded that the more strictly alphabetical filing code is found to be functionally superior to the conventional one.

Summary

The findings for the divided catalog should be examined cautiously; first, because the vote in favor of it was lower (74 per cent for the entire group and as low as 54 per cent for the faculty); second, because a great number of the undergraduates voted for it under the mistaken idea that it gave them for the first time a subject

approach to the collection; and third, because the complaints were more serious in that they came from the unskilled people of the group, people who could not help themselves. The complaints of the undergraduate students indicated their inability to understand the new catalog and use it effectively.

It should be stated that complaints came from the skilled users also, particularly the catalogers, but on an entirely different basis, raising an entirely different problem. Their complaints were concerning the considerable increase in operating costs. One of the reference librarians confirmed this from another aspect by answering the examination with two terse sentences: "Divided catalog 50 per cent slower. Filing 25 per cent faster."

Despite the seriousness of the complaints, the evidence supports a divided catalog for a large university population. One reason is the sheer bulk of the cards. A greater reason is that many undergraduates are made aware, for the first time, of the subject catalog approach which seems to them a new and remarkable thing.

Now, supporters of the dictionary catalog may well argue that this is an unsound and unfair reason to be used in support of a divided catalog. It is. But until the time comes when adequate instruction in library techniques is introduced into our great university libraries by able and alert reference librarians, any change which makes students more aware of the resources at their disposal must be considered valuable. To interpret this as meaning that the divided catalog makes it possible for students to use the catalog without help would be to entertain an entirely false conception, however, for there is evidence that 22 per cent of the undergraduates experience great difficulty and confusion in its use.

An ironic touch was contained in another reason in support of the divided catalog.

Many of the professors were glad to have subject cards removed from the author and title section, not because it made them aware of the subject approach, but because separation made it possible for them to ignore it. Seventy-seven per cent of them signified they used the author-title catalog almost exclusively.

Now, a thinking librarian cannot see in all this simply a victory for the divided catalog, but much more seriously, a defeat for the dictionary catalog. Apparently university catalogers should have resisted change when the first bright ideas for discarding the old classed catalogs were introduced. All that should have been done, apparently, was to type appropriate alphabetical subjects on the classed catalog cards, making such additional subjects as might be deemed necessary, and leaving them in their separate cases. It would seem from this study that an earlier university public disliked the classed catalog, not because it had authors and subjects in two separate places, but because it was arranged by classification numbers which were too difficult for the ordinary student to understand.

We have seen the influence of personality on the student votes. Is it too much to wonder if the type of personality that is always intrigued with a new approach, without sober consideration for every

factor for and against it, influenced administrators to change from the classed catalog to the dictionary catalog (with the telling argument of "no more confusion—all in one place") when that change may not have best served the needs of the great university libraries? Did catalogers resist both changes in the style of catalog because they were the resistant type of personality we have seen in the students, or rather was it that their staffs were always so pitifully meagre, their supplies so small, the demands on them so great, that they could not afford to throw themselves wholeheartedly into temporary experimentation?

The great need would seem to be for an increasing number of trained people who will investigate, without bias and without exerting or responding to pressure within or without the library, the exact reactions of the library user, not what librarians think he thinks. The public has been seen as a many-voiced body, and as our libraries grow larger and larger we will be able less and less to make changes for any but the most pronounced need. California would seem to have done a distinct service to the profession in experimenting with its catalog at this stage, and most of all in permitting its findings to be open for other libraries to study in the light of their own needs and pressure.

Research Assistantship

The University of Illinois Library School invites applications for a half-time research assistantship in testing and measurement. The position which calls for 20 hours of work per week carries a stipend of \$1440 for eleven months and will be subject to renewal. The assistantship will be open to holders of the first degree in library science who wish to pursue a program of study leading to an advanced degree in library science. Applicants must, therefore, meet the entrance

requirements of the library school. The holder of the appointment will be permitted to carry half the full-time school program.

No special experience or academic equipment is needed although courses in educational psychology, educational or psychological testing, and statistical method would be useful.

The assistantship is available immediately or on Sept. 1, 1948. Applications should be addressed to the director, University of Illinois Library School, Urbana, Ill.

By MORTIMER TAUBE

The Planning and Preparation of the Technical Information Pilot and Its Cumulative Index

Dr. Taube is chief, Science and Technology Project, Library of Congress.

AS PART of its work for the Office of Naval Research, the Science and Technology Project of the Library of Congress abstracts research reports submitted by government contractors, and issues these abstracts on catalog cards and in a loose-leaf bulletin. Neither the bulletin nor the cards is available for general distribution, but the method used in their preparation may readily be adapted and used by other scientific information agencies.

In planning the preparation of the *Technical Information Pilot*, and its cumulative index (hereafter referred to as TIP and TIP Index), the Science and Technology Project of the Library of Congress was able to build upon the successful experience of two other Library of Congress publications, namely, the *Cumulative Catalog of Library of Congress Printed Cards*, and the *Monthly Checklist of State Publications*. An account of the preparation of the *Cumulative Catalog* is contained in a paper by C. D. Gull of the staff of the Science and Technology Project, which was read at the fall meeting of the American Chemical Society, Sept. 16, 1947. Loan copies of this paper are available from the project and will be until the paper is published. Except for administrative reports in the files of the Library of Congress, no account exists of

the method of preparation used for the *Monthly Checklist of State Publications*.

For these publications, copy for pages is produced by mounting printed or typed cards. The *Cumulative Catalog* makes use of a 3" x 5" Library of Congress catalog card from which the leading has been removed in printing so that the finished pages will not have the white spaces which characterize ordinary Library of Congress printed cards. On the other hand, the *Monthly Checklist* is prepared from 4" x 6" typed cards. Experiments with various typed surfaces have shown that an attractive two-column page can be prepared by typing in a 4" x 5" area, leaving one inch of the card for taping on the right margin. IBM proportional spacing typewriters are used and provide a text surface of uniform blackness which is ideal for reproduction by photo-offset.

The preparation of TIP and its index posed several problems not faced in the preparation of either of the publications referred to above. The *Cumulative Catalog* could be planned on the basis of an existing supply of 3" x 5" printed catalog cards. The *Monthly Checklist*, being noncumulative, needed only one typed card for each monthly issue and the library unit preparing the *Monthly Checklist* had no need for 3" x 5" cards. On the other hand, the Science and Technology Project needed multiple cards in order to prepare the cumu-

lative index and a dictionary catalog of the material in its possession; and it needed subject headings on the cards in order to be able to file the cards properly and to cumulate them satisfactorily for the quarterly indexes. Hence, it was necessary to design a basic typed card which could be used: (1) for the production of an abstract bulletin, (2) for the production of cumulative indexes, and (3) for the production of 3" x 5" catalog cards to be used within the project and for distribution to other libraries which might desire to integrate catalog cards produced by the Science and Technology Project with their own catalogs. It was further necessary to design

the cards so that the subject headings would appear on the individual cards but not on the pages.

In designing this card, we began with the demonstrated adequacy of a 4" x 5" typed surface for producing an attractive and legible two-column page. Experiments indicated that this 4" x 5" area was adequate in most instances for a full catalog entry and a complete abstract, but if subject headings are placed in this space, the space available for the abstract is cut seriously enough to require a large percentage of two-card entries. The answer to this problem was discovered by recognizing that the area of the card which was overlapped and taped

R U29 Esso Labs., Standard Oil Development Co. FUNDAMENTAL STUDIES OF COMBUSTION. Russel, B. B., 3rd and H. L. Thwaites. Rept. for June 7-Aug. 6, 1947. 10 p. incl. diagrs. Unclassified. (N8ori-109, Rept. No. 28)

Reproducibility of the ignition system output was studied using isobutane-air mixtures. Successful ignition was obtained at 28 mm. Hg absolute pressure with a 3.5% volume isobutane-air mixture.

V U30 Federal Telephone & Radio Corp. BROAD BAND ANTENNA SYSTEM BIBLIOGRAPHY. SECTION 1-1. Brown, Carl R., George F. Robinson, and Sanford Marshfield, n. d. 1 vol. Unclassified (W34-039-ac-32111)

The sections comprising this bibliography are, Section 1 Appendix; 2, alphabetical index to the war reports which are in section 3; 3, unclassified reports presented by type of equipment or 4, antenna locks; 5, alphabetical index articles which are in section 6; 6, presented by type of equipment antenna patents.

P U36 Analysis Div., Air Mater GERMAN PROPELLERS. Kadel, E. A. iv, 73 p. incl. illus. Unclassified (Bu No. F-3U-1145-MD)

The general mechanical features are given three following German aircraft propellers, (Vervinigte Deutsche Metallwerke), Junkers, Argon. The VDM propeller is versatile, well and well constructed. The rate of pitch change one degree per second is inadequate for a propeller on a high performing airplane. Service requirements are easily met. The VDM spinner and the locating plate are made of metal sheeting, the plate being attached to the hub by bolts screwed into holes drilled in the hub itself. Junkers variable-pitch propellers are hydraulically operated and were (Continued on card 2)

1. Combustion (Spark ignition)

1. Broad-band antennas -- Bibliography

R U29 Esso Labs., Standard Oil Development Co. FUNDAMENTAL STUDIES OF COMBUSTION. Russel, B. B., 3rd and H. L. Thwaites. Rept. for June 7-Aug. 6, 1947. 10 p. incl. diagrs. Unclassified. (N8ori-109, Rept. No. 28)

Reproducibility of the ignition system output was studied using isobutane-air mixtures. Successful ignition was obtained at 28 mm. Hg absolute pressure with a 3.5% volume isobutane-air mixture.

P U36 (Card 2)

installed only on Jumo engines. The propeller is very bulky and heavy; the hub shell alone weighs twice as much as a VDM hub for the same application. The Argus propeller is ingeniously designed but gives the impression of being too involved for the results obtained. The mechanical type has the advantage of full feathering and constant speed incorporated in one unit. The type with hydraulically operated control introduces the troubles of an oil operated system.

1. Propellers (Aerial) -- Germany

1. Parachutes

1. Combustion (Spark ignition)

EXLEX AND SHERWOOD H. (Proj. TED no.)

1. Spark plugs -- Adapters

high altitude spark plug adapters suitable leads were conducted to conformance and suitability for Naval aircraft use. The results obtained indicate that adapters and leads are not suitable for naval aircraft use, being unsatisfactory in the following respects: installation and maintenance, durability, high potential, and airtightness.

Figure 1

in producing the page could be utilized for the subject headings in preparing the card. Thus, the basic card measuring 4" deep and 6 $\frac{3}{8}$ " wide was designed. Of the width, $\frac{3}{8}$ " was reserved for the margin, 4 $\frac{5}{8}$ " for the catalog entry and abstract, and 1 $\frac{3}{8}$ " for subject headings and other tracings.

Perhaps the clearest picture of the various problems and their solutions can be given by an actual account of the steps necessary to produce both the 3" x 5" cards and the finished page:

1. Entry, abstract, and subject headings are typed on a 4" x 6 $\frac{3}{8}$ " card (shown as the overlaid card in Fig. 1).

2. Six 4" x 6 $\frac{3}{8}$ " cards are mounted on a cardboard without overlapping, and reduced photographically 25 per cent.

3. A multilith plate is prepared from the reduced negative and the plate is then run off on card stock to produce six 3" x 5" cards per sheet (the sheet is shown as background in Fig. 1).

4. The sheets are cut and the individual 3" x 5" cards are ready for distribution.

5. The original typed cards are removed from their mounting and remounted. In this remounting the subject headings are overlapped like shingles and the cards are closed up so that all unnecessary white spaces are eliminated. After the cards are mounted in this manner, a heading, date, and page number are added. In preparing this page, the adjustable lining device invented by the Government Printing Office and described in Mr. Gull's paper is used (illustrated in Fig. 2).

6. The cards mounted in page form are reduced by 35 per cent and a multilith plate is prepared from which pages of the abstract bulletin are run off (a finished page is shown in Fig. 3).

7. Every three months a cumulative index to the abstract bulletin is prepared by mounting the 3" x 5" cards and overlapping both the subject headings and abstracts. Every entry is given under all the subject headings which appeared on the original card (as shown in Fig. 4).

Although the initial purpose in placing the subject headings at the side was to

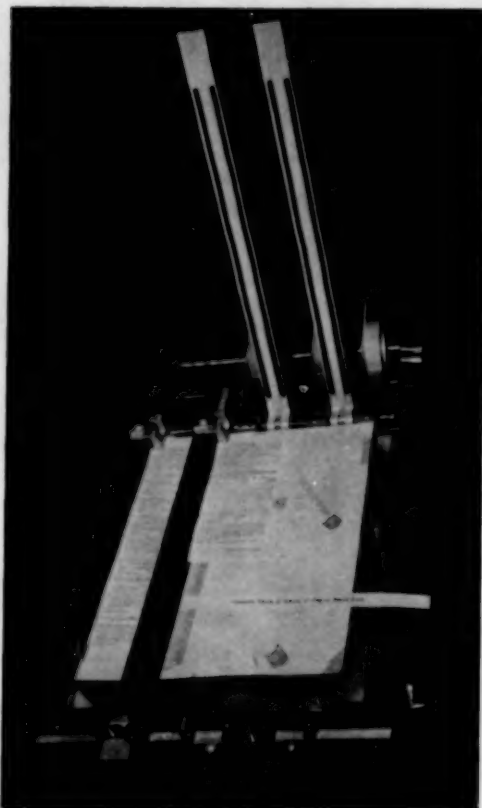


Figure 2

solve a make-up problem, the card, when designed, exhibited certain advantages over the ordinary catalog card which places the subject headings at the bottom of the card. In the first place, the subject headings on the card designed for TIP stand out boldly and prominently. Second, the position on the side of the card makes it possible to file the cards under the various subject headings by checking them or circling the numbers, thus eliminating an extra typing operation. There is sufficient room for adding tracings for secondary entries, such as personal authors, editors, etc.

Finally, something should be said concerning the symbol which appears at the beginning of each entry prepared for TIP, e.g.,

January 12, 1948

one or several balloons; use of eight brake parachutes, use of single large parachute suspended above gondola by all balloons, use of eight standard parachutes suspended by two balloons each, and use of eight standard parachutes each suspended by ten balloons. The last method is suggested as offering the greatest margin of safety because all balloons are attached to the apex of the parachutes.

R U28 Aeronautical Engine Lab., Naval Air Experimental Station, Phila. TESTS OF TITFLEX HIGH ALTITUDE SPARK PLUG ADAPTERS AND UNIMOLD DETACHABLE LEADS. Dodge, Sherwood H. Aug. 7, 1947, 9p. illus. Unclassified (Proj. TED no. NAM-04531)

Tests of the Titeflex high altitude spark plug adapters and unmold detachable leads were conducted to determine conformance and suitability for Naval aircraft service use. The results obtained indicate that the adapters and leads are not suitable for naval aircraft use, being unsatisfactory in the following respects: installation and maintenance, durability, high potential, and airtightness.

R U29 Esso Labs., Standard Oil Development Co. FUNDAMENTAL STUDIES OF COMBUSTION. Russel, B. B., 3rd and H. L. Thwaites. Rept. for June 7-Aug. 6, 1947. 10 p. incl. diagrs. Unclassified. (N6ori-109, Rept. No. 28)

Reproducibility of the ignition system output was studied using isobutane-air mixtures. Successful ignition was obtained at 28 mm. Hg absolute pressure with a 3.5% volume isobutane-air mixture.

V U30 Federal Telephone & Radio Corp. BROAD BAND ANTENNA SYSTEM BIBLIOGRAPHY. SECTIONS 1-7. Brown, Carl R., George F. Robinson, and Sanford Hershfield, n. d. 1 vol. Unclassified (W36-039-sc-32111)

The sections comprising this bibliography are, Section 1, Appendix; 2, alphabetical index to the war reports which are in section 3; 3, unclassified war reports presented by type of equipment or subject; 4, antenna books; 5, alphabetical index to the antenna articles which are in section 6; 6, antenna articles presented by type of equipment or subject; 7, antenna patents.

ZZ U31 Engineering Div., Air Materiel Command. ORGANIZATION AND DIRECTORY CHARTS. Sept. 15, 1947, 1 vol. Unclassified.

ZZ U32 Naval Research Lab. LIBRARY BULLETIN NO. 291. June 13, 1947, 1 vol. Unclassified.

Abstracts of periodicals.

ZZ U33 Technical Intelligence Branch, Engineer Research & Development Labs., Fort Belvoir. DOCUMENT ACCESSION LIST VOL. 1, NO. 13. Nov. 14, 1947, 25 p. Unclassified.



Figure 3

R U29. The first letter, R, indicates the major subject classification of the report, such as Geophysics, Power, or Communication. These over-all categories are identical with the classification of research projects

now being developed for the Office of Naval Research by the Science and Technology Project. The remaining letter and number, U29, serve to establish the identity of the report uniquely.

TECHNICAL INFORMATION PILOT CUMULATIVE INDEX

ACRYLIC RESINS

E U11 Aeronautical Materials Lab., Naval Air Experimental Station, Phila. ACRYLIC PLASTIC SHEET-METHODS FOR MAINTENANCE AND REPAIR-SPECIFICATION AN-C-154, COMPOUND, POLISHING (FOR ACRYLIC PLASTIC) - PROPOSED AMEND. -) TO ANA SPEC. Cassola, C. A. and Leonard J. Meisel. Jan. 28, 1947, 6 p. diagrs. tables. Unclassified (Rept. No. AML-NAM 25623)

ALUMINUM ALLOYS

E U8 Aeronautical Materials Lab., Naval Air Experimental Station, Phila. INVESTIGATION OF METALLURGICAL AND MECHANICAL PROPERTIES OF R303 ALUMINUM ALLOY. Dougherty, C. M. June 30, 1947, 1 vol. (variously paged) illus. tables. Unclassified (Rept. No. AML NAM 25287, Part IV)

ANEROID CHAMBERS

E U9 Battelle Memorial Inst. IMPROVEMENT IN CAPSULES FOR SENSITIVE ALTIMETERS. Progress Rept. No. 14, June 6-July 6, 1947. 400-448 p. incl. illus. Unclassified (W36-039-ac-32069)

BROAD-BAND ANTENNAS -- BIBLIOGRAPHY

V U30 Federal Telephone & Radio Corp. BROAD BAND ANTENNA SYSTEM BIBLIOGRAPHY. SECTIONS 1-7. Brown, Carl R., George F. Robinson, and Sanford Herashfield, s. d. 1 vol. Unclassified (W36-039-ac-32111)

CATHODE RAY TUBES

G U17 Cornell U. RADAR DISPLAY RESEARCH. Reinnagel, R. E., M. G. Foster, and K. D. Swartzel. Monthly Progress Rept. No. 10. June 27, 1947, 3 p. Unclassified (W36-099-ac-214, Rept. No. 434 P-10)

COMBUSTION (SPARK IGNITION)

R U29 Esso Labs., Standard Oil Development Co. FUNDAMENTAL STUDIES OF COMBUSTION. Russel, B. B., 3rd and H. L. Thwaites. Rept. for June 7-Aug. 6, 1947. 10 p. incl. diagrs. Unclassified. (N8ori-109, Rept. No. 28)

COMPRESSIBLE FLOW

F U13 National Advisory Committee for Aeronautics. A THEORY OF UNSTAGGERED AIRFOIL CASCADES IN COMPRESSIBLE FLOW. Spurr, Robert A. and H. Julian Allen. Research memo. Sept. 2, 1947, 42 p. incl. diagrs. Unclassified (Rept. RM-No. A7E29)

COPPER ALLOYS

E U9 Battelle Memorial Inst. IMPROVEMENT IN CAPSULES FOR SENSITIVE ALTIMETERS. Progress Rept. No. 14, June 6-July 6, 1947. 400-448 p. incl. illus. Unclassified (W36-039-ac-32069)

DEUTERONS

C U3 Argonne National Lab. THE MAGNETIC MOMENTS OF THE NEUTRON AND THE DEUTERON. Arnold, W. R. and A. Roberts. Nov. 25, 1946, 17 p. incl. diagrs. Unclassified (Document MDDC 449)

To be abstracted by the Office of Technical Services of the Department of Commerce in its Bibliography of Scientific and Industrial Reports.

ELECTRON TUBE SOCKETS

G U16 Cinch Mfg. Corp. DEVELOPMENT OF AN HERMETICALLY SEALED ELECTRON TUBE SOCKET. Del Camp, S. June 2, 1947, 14 p. incl. diagrs. Unclassified (W33-038-ac-15280, Rept. No. 3)

INSULATION (ELECTRICAL)

E U12 Johns Hopkins U. THE EFFECT OF MOISTURE AND FUNGUS ON THE ELECTRICAL AND MECHANICAL PROPERTIES OF PLASTIC INSULATING MATERIALS. Mar. - Apr. 1947, 2 p. Unclassified (W28-099-ac-70)

Periodic status report.

MASS SPECTROSCOPES

C U6 Atomic Energy Commission. MASS SPECTROSCOPE FOR RAPID ANALYSIS IN LOW MASS RANGE. Siri, William. Jan. 18, 1947 (declassified Mar. 7, 1947), 3 p. Unclassified W7405-Eng-48; OEM-CMR-196 (Document no. MDDC-789)

To be abstracted by the Office of Technical Services of the Department of Commerce in its Bibliography of Scientific and Industrial Reports.

Figure 4

Report to the A.L.A. Bibliography Committee on the Assembly of Librarians of the Americas

Miss Beetle is head, Foreign Language Section, Descriptive Cataloging Division, Library of Congress.

THE Assembly of Librarians of the Americas met in Washington, D.C., May 13-June 7, 1947. It was attended by more than thirty delegates from Latin American countries and from Canada and the Philippines. At the inaugural session, they were welcomed by the Librarian of Congress and by representatives of the State Department, the American Library Association, and the Pan American Union. Many United States librarians were present at this and later meetings and participated in preparations and discussions.

The objectives of the assembly were to foster library development in the Americas and to stimulate library relations among the countries of the Americas. At the second general session, papers were presented which urged that in the organization of Latin American libraries a happy medium be kept between the two conflicting philosophies of librarianship: the European, in which technical advance is retarded, and the American, in which technique is sometimes over-emphasized.

The assembly was planned as a combination conference and workshop. For the latter function, five committees were organized:

- I. Education for librarianship
- II. Technical processes

- III. Acquisitions
- IV. Bibliography
- V. Library services and development

The Bibliography Committee consisted of twenty-six members, with Miron Burgin and Augusto Raúl Cortázar serving as co-chairmen. The purpose was to study the possibilities of (1) compiling a bibliography of current Latin American bibliographies of national character; (2) establishing standards for compiling national bibliographies; (3) preparing a pamphlet on the principal bibliographies published throughout the world with information concerning purchase; (4) compiling a trade bibliography for Latin America; (5) compiling standard buying guides; (6) compiling lists of translations or suggestions for translations; (7) publishing library journals in Spanish, Portuguese, and French in the field of library literature; (8) a complete bibliography of library literature published in Spanish, Portuguese, and French; and (9) a selective bibliography in all languages on library science.

After the organizing meeting, at which Fermín Peraza was elected secretary, the committee was divided into two subcommittees, the first to consider points 1-6, of the topics of discussion, with special attention to the compilation of a bibliography of current Latin American bibliographies of national character; the second to consider points 7-9, that is, the topics relating to

library literature.

The assembly adopted the following resolutions presented by the Committee on Bibliography:

National Bibliographies. In view of the circumstance that repeated recommendations of international organizations concerning the desirability of publishing national bibliographies have not been heeded except in a few countries, the Assembly of Librarians of the Americas resolves to recommend that national libraries or bibliographical institutions be charged with the duty of bringing to fruition the compilation and publication of national bibliographies of their respective countries, where such work is not already being realized either commercially or by government agencies.

Bibliography of National Bibliographies. The Assembly of Librarians of the Americas resolves to recommend urgently the compilation of bibliographies of national bibliographies as the starting point of continued progress in this field.

On the basis of past experience it recommends to the Library of Congress that it continue its praiseworthy program of inviting consultants for the purpose of compiling such bibliographies, through revision and expansion of compilations previously prepared in the respective country.

To recommend also that insofar as possible the Library of Congress publish such bibliographies in its Latin American series.

Bibliography of Library Science. The Assembly of Librarians of the Americas resolves:

1. To approve compilation of a Latin American bibliography on library science in accordance with the following specifications:

a. The bibliography is to comprise books, pamphlets, and writings of Latin American authors on library science, whatever the topic, as well as works on Latin American library science by any author and in any language.

b. The bibliography is to include: book science, library administration, bibliography on library science and techniques.

c. The bibliography is to include works published beginning Jan. 1, 1948.

d. Entries may be annotated, provided that the notes be limited to forty words.

e. Other characteristics of the bibliography will be determined by the Latin American Commission on Library Science Bibliography at the suggestion of the secretary general.

2. To constitute for this purpose a Latin American Commission on Library Science Bibliography composed of at least one representative from each country as follows: Argentina, Augusto Raúl Cortázar and Ernesto Gietz; Bolivia, Adrián Camacho Porcel; Brazil, Rubens Borba de Moraes, Maria Louisa Monteiro, and Bernadette Sidnay Neves; Chile, Héctor Fuenzalida; Colombia, Rubén Pérez Ortiz; Costa Rica, Julián Marchena; Cuba, Fermín Peraza; Dominican Republic, Emilio Rodríguez Demorizi; Ecuador, Alfredo Chaves; El Salvador, Baudilio Torres; Guatemala, Ricardo Casteñeda Paganini; Haiti, Raymond Lavelanet; Mexico, Rafael García Granados; Nicaragua, Gastón Litton; Panama, Galileo Patiño; Paraguay, Abdón Alvarez; Peru, Jorge Basadre; Uruguay, Arthur E. Gropp; Venezuela, Enrique Planchart; Puerto Rico, Gonzalo Velázquez; Philippines, Gabriel A. Bernardo.

3. To make each member of the commission responsible for the compilation of the bibliography for his country and for delivery on time of the compilation to the secretariat.

4. To designate the Institute of Library Science, University of Buenos Aires, as the secretariat general, and Dr. Augusto Raúl Cortázar, director, Library of the Department of Philosophy and Letters, University of Buenos Aires, as secretary general. Dr. Cortázar will be in charge of all activities relating to the assembly, coordination and publication of the materials, and will present to the commission whatever problems he may encounter in performing this task.

Retrospective Bibliography in Library Science. The Assembly of Librarians of the Americas resolves to recommend that the Latin American Commission on Bibliography of Library Science study the problem of organizing a retrospective bibliography of library science relating to Latin America, and that the secretary general report on this subject to the next assembly of librarians. This study should not interfere with such preliminary work as may be undertaken in each of the constituent countries, with a view toward the publication of such materials in accord-

ance with norms established for the current bibliography on library science.

Subject Headings. The Assembly of Librarians of the Americas resolves to thank H. W. Wilson for granting permission to the Latin American Commission on Bibliography of Library Science to use and translate into Spanish the *Subject Headings on Library Literature*, and to express its satisfaction to the Institute on Library Science of the University of Buenos Aires for its offer to translate the *Subject Headings on Library Science* and to distribute the list to members of the commission prior to Jan. 1, 1948.

Special Bibliographies. The Assembly of Librarians of the Americas resolves to recommend that the countries of the Americas encourage bibliographic activities in specialized fields and that for this purpose national, provincial, and municipal prizes be established for the best studies; to recommend also that cultural institutions which have already established competitions add prizes to cover specifically bibliographical works; to recommend that universities encourage bibliographical research by establishing a minimum requirement for such research in the various departments, and that such studies be preserved; and to recommend to the Pan American Union that it study the possibility of encouraging bibliographical research in special fields and that it facilitate publication of such works.

Bibliographies of Special Bibliographies. The Assembly of Librarians of the Americas calls attention to the increasing complexity of bibliographic control in specialized fields of knowledge and recommends that UNESCO give careful and sympathetic consideration to the problem of compiling a bibliography of specialized bibliographies currently published throughout the world.

Bibliographies of Translations. The Assembly of Librarians of the Americas welcomes with profound satisfaction the efforts hitherto made in the field of translations of United States books into Spanish, Portuguese, and French. Convinced that these activities not only contribute significantly to the cultural unity of the Americas, but that they also provide considerable assistance in the urgent task of promoting more successfully the material welfare of the Latin American republics, the assembly hopes that these pro-

grams of the Department of State as well as of publishers throughout the Americas will be continued with undiminished vigor.

In order to insure in Latin America the greatest possible utilization of the intellectual resources created by such efforts the assembly suggests that the United States Department of State give special consideration to the establishment in the Library of Congress of a central office for the compilation and dissemination of bibliographical information concerning translations of United States works into Spanish, Portuguese, and French. Such bibliographical lists should cover publications already translated as well as works to be translated. It is suggested that the proposed compilation cover not only current translations but also a retrospective bibliography of United States works translated into Spanish, Portuguese, and French.

The Assembly of Librarians of the Americas strongly recommends that publishing houses, bibliographical centers, and national libraries in Latin America cooperate to the fullest possible extent in the realization of this program by placing at the disposal of the proposed office all the relevant information in their hands. For this purpose delegates present at this assembly are urged to render all possible assistance, either individually or through especially organized commissions.

Bibliography of Periodicals. The Assembly of Librarians of the Americas resolves to recommend that the Pan American Union establish in the Pan American Book Shelf a special section for the listing of new Latin American periodicals and that for this purpose the Pan American Union request assistance of all the relevant agencies and institutions, such as national bibliographical commissions, copyright offices, post offices, etc.

Bibliography of Articles in Periodicals. The Assembly of Librarians of the Americas resolves to thank H. W. Wilson for his offer to include in his *Readers' Guide to Periodical Literature* articles appearing in the principal Latin American reviews, and to offer to Mr. Wilson the collaboration of librarians present at the assembly for the purpose of selecting the periodicals.

Minimum Bibliographical Standard. The Assembly of Librarians of the Americas resolves to recommend that in reviews of bibliographical nature published in newspapers and

periodicals the following information be given: author, title, edition, translator, place of publication, publisher or printer, date, number of pages or volumes, illustrations, series, and price; to recommend that in all bibliographical compilations entries should be as complete as possible in accordance with cataloging rules, and that at least the minimum standards defined above be observed; and to recommend that the secretariat of the assembly and the delegates give the widest possible publicity to this resolution.

Selective Bibliographies. The Assembly of Librarians of the Americas resolves to express satisfaction of the kind of work performed by Elvira Renée Rodríguez, graduate of the Library School of the Asociación de Ingenieros, of Montevideo, in preparing a *Selective Bibliography of 500 Works Representative of Uruguayan Culture*, and to recommend that similar selected bibliographies be prepared in other countries, as a practical method of disseminating information concerning the cultural attainments of the country.

A seminar on "Union Catalogs and Library Resources" was held on May 23, 1947. Following an address by M. Julien Cain, director, Bibliothèque Nationale, the discussion on union catalogs was opened by Paul Vanderbilt, who mentioned two schools of thought; one, the group that is satisfied with solving the location problem by means of union catalogs; two, the group that is concerned with the relation of union catalogs to the more complex picture of identification of items, acquisitions development, and cataloging and recataloging.

Miss Franco mentioned a union catalog of periodicals which has been established at São Paulo. Dr. Fuenzalida mentioned a union catalog at the University of Chile, consisting of Library of Congress printed cards for books by Latin American authors and books about Latin America by authors from all countries and in all languages, against which other catalogs are being checked for additions.

Dr. Peraza, of Cuba, suggested that it was extremely desirable that a uniform code of cataloging and classification be used in the Americas, in order to simplify the work of compiling a union catalog. Both Dr. Peraza and Sr. Penna, of Argentina, advocated considering some modifications of the A.L.A. rules in order to make them more international in certain cases.

Dr. Planchart, of Venezuela, mentioned that copies of the catalog cards of the National Library of Caracas had, since 1938, been sent to the Union Catalog of the Library of Congress. He mentioned also a union catalog of medical books available in Venezuela, prepared in printed form by the Instituto Bibliotecológico of Caracas.

At the final session of the Assembly on June 7, 1947, an executive committee of five members, Jorge Basadre, Ernesto Gietz, Fermín Peraza, Rubens Borba de Moraes, and Luther H. Evans, was constituted to prepare plans for a second assembly to be held probably in 1949 at a place to be determined later. Thus the cooperative effort of the first assembly, with its constructive and progressive spirit so apparent, may be considered to have accomplished its purpose.

The plans and hopes of the delegates to the assembly indicate their energy and vision. Too often they may be prevented from carrying these plans into effect because of lack of funds. H. W. Wilson has offered help by including Latin American material in his publications, the *Readers' Guide to Periodical Literature* and the bibliography of *Library Literature*, which has resumed publication after being suspended during the war years. Any concrete assistance which can be given by the A.L.A. Bibliography Committee will certainly be appreciated and should be profitable to North American as well as to Latin American librarians.

Teachers and Libraries¹

Dr. Lancaster is librarian, Peabody College, Division Joint University Libraries.

AS A PART of commencement exercises a few weeks ago, a high school boy quoted some rules formulated several generations ago for the guidance of the employees of a retail store. The clerks were to open the store at 6:00 A.M., and close it at 8:00 P.M. weekdays and at 10:00 on Saturdays. Many details of their daily duties were given, but of particular interest to a librarian were the specifications of activities for their "leisure" time after the fourteen or fifteen hours of business. These young men were expected to attend church and cultural meetings of the community. They could have one night off each week for "courting"—or two if they attended prayer meeting. To occupy the rest of their "leisure," they were enjoined to read good books.

After quoting these nineteenth-century rules, the speaker commented that "times have changed." Yes, times have changed. We do not expect to trim lamp wicks as part of our daily work, nor do we find many employers attempting to regulate every detail of the lives of their employees. But we are inclined to agree that reading good books is still a very good way to use leisure time. We believe that books can contribute to rich living in more ways than merely as pastime. We can understand the values of reading to ambitious people today as well as to such noted persons as Benjamin Franklin and Abraham Lincoln.

We rejoice that we live in a time when books are more plentiful and easier to obtain than in the times of Franklin and Lincoln. We, as librarians, devote our energies to making good books more readily accessible for readers of the present day. The magnitude of the production of reading materials makes it necessary that we select the materials to suit our clientele, and that we organize our holdings in a systematic way so that we can produce what is wanted or needed by our readers.

The systems that have been devised for organizing books and other media of communication into libraries make those materials potentially more useful, but sometimes the complexities of the organization and the machinery for operating it discourage rather than encourage the use of libraries. To clear this hurdle, two approaches are possible: one is to simplify the organization; the other is to help users to understand the system. Even when the system is as simple as is consistent with the requirements of the collections and the clientele, it probably will be expedient to do all that is possible to make the system understood by the users. In this job of enlightenment we should enlist the aid of other people concerned, among whom teachers comprise an important group. Teachers are (or should be) themselves users of libraries, and they have within their power to influence the use of libraries by the rising generation.

Teachers need libraries for themselves and for their students. This is true for teachers and students at practically all levels of education. Both teachers and students

¹ Paper presented at the meeting of the Libraries of Teacher-Training Institutions Section, A.C.R.L., San Francisco, July 2, 1947.

have personal needs for cultural development, for information, for inspiration, and for recreation. These needs can be served by the media of communication which make up the collections of libraries. Libraries can serve teachers in a professional way through supplying materials which help them in mastery of subject matter, consideration of educational theories, understanding of pupils, suggestion of methods and techniques of teaching, and conduct of research. Libraries can also serve teachers by providing materials for their students to use in supplementing textbooks, as sources of facts and ideas for projects, as data in problem-solving. Libraries are indispensable in connection with progressive methods of teaching.

Not only do teachers need libraries, but libraries need teachers. Libraries need teachers as users, as subject-experts to recommend materials for addition to the collection, as stimulators of use on the part of students, and as interpreters to users and potential users of books and libraries.

According to Helen Heffernan,

The teacher will relate her work most effectively to the library to the extent that she:

1. Recognizes the part the library plays in building democratic citizenship
2. Understands the contribution of the library in developing personal and social integration
3. Values the service of the library in helping to build socially desirable specific attitudes and in contributing to the creation of a permanent sense of values
4. Recognizes the place of library experience in building study skills
5. Plans learning experiences as a cooperative enterprise to which teacher and librarian can make mutually valuable professional contributions
6. Provides opportunity for the librarian to observe materials in use by pupils as a basis for evaluating the usefulness of the materials cooperatively selected

7. Keeps informed concerning the availability of new materials

8. Cooperates with the librarian by suggesting interests which might be stimulated through library exhibits

9. Accepts her full responsibility in providing learning experiences in how to use books and libraries

10. Helps the librarian to know the interests, needs, and abilities of each child in order that the librarian may utilize the teacher's information in the guidance of voluntary reading

11. Provides opportunity for children to give expression to interests growing out of their experience with books

12. Gives evidence of her enthusiasm for books as sources of information and as sources of enjoyment and inspiration

13. Utilizes the technical competence of the librarian as a co-worker on curriculum committees

14. Shares with the librarian responsibility for the evaluation and selection of books

15. Recognizes classroom and library as laboratories for learning the principles, ideals, and practices of democracy.²

If teachers are to be able most effectively to use libraries themselves, to promote library use by pupils who are soon to become the workers and leaders of the world, and to give intelligent assistance in building up more and better libraries and in providing better and more extensive library service, then teachers must be given adequate library education and experience as part of their pre-service preparation. Library education for teachers is a responsibility which should not be neglected by educational institutions preparing teachers. The desirability of this probably will not be questioned, but, as Ethel M. Feagley states in the forty-second *Yearbook* of the National Society for the Study of Education, "There is discouragingly little evidence that attention is being given to introducing teachers to library ma-

² Heffernan, Helen. "The Teacher's Relationship to the Library." *The Library in General Education*. Forty-second *Yearbook* of the National Society for the Study of Education, Part 2, 1943, p. 140.

terials and services which will be available in the fields and which will constitute a necessary part of their teaching equipment."

Miss Feagley also states that attempts are being made to prepare college students to use the college library. This general type of library education is an important foundation for teachers-in-training but it is not sufficient. In addition to courses in how to study and how to use books and libraries, prospective teachers need to be taught the possibilities of a well-functioning school library and how to stimulate and guide pupils in an increasingly independent use of library materials to be found in both school and public libraries.

The library education needed by teachers is not the library science intended to prepare librarians, although it is more than the course for college students in how to find things in libraries. The need is for library education especially planned for prospective teachers designed to:

1. Acquaint them with potential resources of libraries of various kinds for themselves and for their pupils, for personal and vocational use

2. Develop skills in using bibliographic tools for themselves and as a basis for teaching suitable skills to their pupils

3. Encourage habits of utilizing library services and of turning to printed matter and other forms of records for facts, opinions, ideas, inspiration, and recreation

4. Teach them methods and techniques of using libraries to good advantage in their teaching of knowledge, habits, skills, and attitudes

5. Prepare them for instructing pupils in the use of books and libraries so that they may do the teaching, or cooperate with the librarian in instruction

6. Give them a clear vision of their opportunities and responsibilities in connection with the school library, and an enthusiasm for developing their pupils into intelligent library users and supporters.

This specialized library education for

teachers should be provided in teacher-preparing institutions. It should be based upon a general library orientation course (or unit) suitable for all college students, accompanied and followed by regular, intelligent use of the library in connection with college courses and personal interests. This instruction should be given by a well-qualified person who has knowledge and skill both in library and teaching techniques and who understands the value of the library to both teachers and pupils. It may be a part of some regular college course such as freshman English, or it may be a separate course on how to use the library. However it is scheduled, it should include practical application of the ideas studied. Real familiarity with the library and its resources should be developed in the prospective teachers as well as in other college students throughout their college days. Students should know the library through using it, stimulated and guided by their instructors, and assisted and advised by members of the library staff.

On the foundation of this basic familiarity with library resources and usage, there should be built for prospective teachers pertinent advanced instruction which will prepare them to direct pupil use of library resources. Miss Feagley suggests four means by which this instruction is offered:

- a. *Courses in literature for children and young people* . . . to enable teachers to become acquainted with children's books, to understand children's interests, and to learn how to bring the two together. . . .

- b. *Integrating library instruction with subject-matter courses* . . . (presenting) the printed materials needed for the study of the subject, as well as detailed methods of using those materials with students. . . .

- c. *Demonstration libraries* . . . (where the prospective teacher) may use with boys and girls the books presented in the literature and subject field courses (and) gain an appreciation of the use of a library as a teach-

ing tool, a knowledge of how to use many books with pupils, and skill in working with a school librarian. . . .

d. *Courses on the school library* . . . (in which) teachers should be given instruction in library standards, simple organization of a classroom library, and methods of teaching library lessons to pupils (and also) the possibilities of community, state, and national library service so that they can use these facilities effectively in the education of the youth coming under their guidance. . . .³

Mabel Harris, in her master's thesis on "Nonprofessional Library Instruction in Teachers Colleges" (1934), concludes that "a need for two courses other than the elementary one usually given is indicated: the one, a study of juvenile books, the other an advanced course in bibliography."⁴

In the *Library Quarterly* July 1942, is a report by Frances Henne and Mildred Hawksworth Lowell on an investigation into the practices of 153 teacher-training agencies relative to "the preparation of secondary-school teachers in the use of library materials." Their three recommendations are:

(1) that prospective teachers should have a formal course about materials; (2) that the program of the laboratory-school library . . . should permit direct and active participation in and cooperation with the preparation of teachers; and (3) that the need exists to have regional materials centers where new materials may be examined.⁵

This recommendation of materials centers is a practical means of making it possible for teachers and prospective teachers to become familiar with the wealth of materials produced for children and high school students.

³ Feagley, Ethel M. "Preparation of Pupils and Staff for Effective Library Use: Teachers." *The Library in General Education. Forty-second Yearbook of the National Society for the Study of Education, Part 2, 1943*, p. 306-09.

⁴ Harris, Mabel. *Nonprofessional Library Instruction in Teachers Colleges*. Master's thesis, George Peabody College for Teachers, 1934, p. ii.

⁵ Henne, Frances and Lowell, Mildred Hawksworth. "The Preparation of Secondary-School Teachers in the Use of Library Materials." *Library Quarterly* 12:554, July 1942.

Another suggestion which might be made here is that much benefit for school libraries might come from a course in library administration for school administrators. This would not need to go into as much detail as the courses for teachers on materials and methods of use. Rather it would stress objectives and standards and general principles of services, collections, organization, personnel, quarters, equipment, and financial support.

To what extent are prospective teachers being provided with library education?

A 1941 study reports that, of thirty colleges,

Twenty-eight provide some kind of instruction, the most common being the orientation week tour or lecture which is conducted in twenty of the colleges. A close second is the course of instruction offered in eighteen colleges, in each case taught by a member of the library staff. A library consultant is the means of instruction in seven colleges, and a printed bulletin, manual, or handbook in six.⁶

Another study in 1942 reports that:

Formal courses for prospective teachers, which relate to books and other materials useful in teaching, adolescent literature, the use of libraries, and similar subjects, are offered by 40.6 per cent of the 153 teacher-training agencies. A total of 104 formal courses are presented, and they occur in this order of frequency: library science, children's and adolescent literature, materials and methods, education, orientation (in the use of libraries and materials), reading, and practice teaching. (Some doubt exists relative to the exact scope and presentation of many of these courses).⁷

These reports do not show much improvement since the 1934 study by Mabel Harris of 114 state teachers colleges revealed "that nearly one-half of the colleges studied offer

(Continued on page 220)

⁶ Lancaster, John Herrold. *The Use of the Library by Student Teachers*. New York, Teachers College, Columbia University, 1941, p. 57.

⁷ Henne and Lowell, *op. cit.*, p. 553.

Regional Library Centers, 1946-47

Mr. Esterquest is head, Preparations Division, University of Denver Libraries.

IN JANUARY and July 1947, *College and Research Libraries* published a summary of the reports presented at a symposium on bibliographical centers and union catalogs, held in Buffalo, June 1946. In effect, this collection of reports told the story of regional library centers as they had developed up to that date.

To keep this information current the A.L.A. Board on Resources of American Libraries appointed a subcommittee on union catalogs and bibliographical centers last year. One of its functions has been to assemble data on developments and progress. This committee reported at San Francisco on the year's work. The following summary is intended to bring the record down to June 1947.

Bibliographical Center For Research, Denver

On Mar. 15, 1947, at the annual meeting of the Denver Bibliographical Center, a new set of officers was elected. They immediately undertook an informal study of center services and announced a long-term plan, calling for a survey by an outside expert, to define the center's objectives, determine its logical territory, recommend a program for financial support, and study its administration and operations. The long-term plan also called for increased publicity directed toward potential center users throughout the Mountain-Plains region, with a view to increasing the center's range of usefulness; the support of efforts being

made to found a regional library association; and the expansion of the union catalog to include libraries in the region not now participating.

Concrete evidence of progress includes the adding of four libraries to the center's list of sponsors, that is, institutions making substantial financial contributions. A federal agency has become one of the center's more generous sponsors, and a new contributor is the Colorado Fuel and Iron Corporation, whose \$300 annual contribution is a reflection of the kind of service this industrial firm has been receiving. An endowment fund was established when the Colorado Library Association voted \$75 from its treasury to the bibliographical center for this purpose.

A special committee has made a study of the center's union catalog and recommended the dividing of this important tool into active and dormant parts, with a view to reducing the amount of filing. This proposal has been tabled, pending the over-all survey recommended in the long-term plan.

The staff of the center remains the same as last year, but services have increased. Total number of items checked during 1946 rose to 39,000, an increase of about 11 per cent over 1945. During the 1946 calendar year, 133,000 cards were added to the union catalog, of which some 20,000 represented regional holdings.

Philadelphia Bibliographical Center

The Philadelphia center reports that it has reached the end of its "wartime struggles" and "we have clearly entered a time

of greatly increased service and—temporarily at least—of increased financial support.” The location service alone increased 50 per cent during the last half of 1946 over the first half, and this increase has been sustained during the early months of 1947.

A year ago the Philadelphia center announced a plan to raise an endowment fund. It must now be reported that the executive board met with little success on this score and has decided to drop further efforts in this direction. At the same time, however, the concurrent attempt to raise funds from fresh sources for annual income has been highly rewarding, and the goal of a \$10,000 increase has been more than realized. The financial position and prospects are, therefore, much sounder than they were at this time last year.

The staff remains the same, except that a former half-time filer now devotes full-time to the union catalog. The catalog has been expanded by the addition of cards representing the holdings of some smaller specialized collections in the area: the Wyeth Institute of Applied Biochemistry, the Reformed Episcopal Seminary, the Hercules Powder Company, and the General Aniline and Film Company. During 1946, 68,400 cards were added to the union catalog.

Exchange activities, a feature unique with the Philadelphia center, has continued to be brisk, eleven regular and special lists having been issued.

From the point of view of the student of regional library centers, perhaps the most important event at the Philadelphia center was the publication of its historical report, *The Union Library Catalogue of the Philadelphia Metropolitan Area, 1936-1946: A Tenth Anniversary Report*. This publication is the first real history of a library center and will certainly provide guidance for future bibliographic centers and regional union catalogs.

The fifth supplement of the *Union List of Microfilms* is now in press, and three “News Letters” have appeared since last year’s report on the Philadelphia center.

Pacific Northwest Bibliographic Center

From Seattle we learn that increasing library budgets are proportionately increasing the bibliographic center’s annual income. This is because a library’s contribution to center support is based upon a percentage formula applied to its annual budget, and the same formula has been applied during the last three years. There has also been a number of new contributing libraries. During 1947 about 155 libraries have supported the center to the extent of more than \$9,000.

The interlibrary loan service continues to be a major activity, with the number of requests about the same as last year. The discards program, unique with the Pacific Northwest Bibliographic Center, continues to flourish. Books that are considered for discard and prove to be the only copies in the region, are sent for preservation to those repository libraries that have been designated to keep “last copies” in particular subject fields. Other services that are being maintained include: checking of buying lists, verifying of items for cataloging purposes, and filing of homemade bibliographies compiled by member libraries.

The work in specialization is still in its beginnings. Libraries that have agreed to develop special fields make an annual report to the center, and the December 1946 reports indicate a need for further discussion and agreements. Interest in specialization has been shown by college presidents in the Pacific Northwest, and this interest should give an impetus to work along this line, since administrative support is necessary to real accomplishment.

A poll on what role the center should

play in relation to microfilms, showed that at present most Pacific Northwest libraries feel that it should furnish information on, and aid in borrowing, but that any joint purchase with the center acting as custodian is not desirable at present.

The union catalog has been adding between 20,000 and 30,000 cards a month, with the total number of cards as of June 1, 1947, being 2,876,646.

The administrative organization of the Seattle center is the same as last year, but there have been changes in personnel affecting the post of director and that of the union catalog editor. Loeta Lois Johns is the present director.

Union Catalog of the Library of Congress

During the first eleven months of the fiscal year 1947, the Union Catalog of the Library of Congress received 308,940 cards from American libraries, including the Library of Congress. In the same period, 531,419 Cleveland union catalog entires and 554,602 entries from the Philadelphia union library catalog were checked against the national union catalog. As a result of these checking operations, some 200,000 cards were typed for titles or editions not found in the union catalog, while over 800,000 additional locations in the Philadelphia and Cleveland areas were recorded for books already represented in the union catalog.

The number of cards received from libraries checking the *Catalog of Books Represented by Library of Congress Printed Cards* remained about the same as the preceding year, namely, 40,000 as compared with an average of about 100,000 for earlier years. This decline is understandable in view of the chronic labor shortage in all libraries but it is to be hoped that this project will be resumed soon with renewed vigor.

Requests for locations handled by the union catalog staff resulted in the searching of approximately 12,000 items, an increase of about 25 per cent over last year's figure. It should be noted that this number does not include the use made of the union catalog by the various departments of the Library of Congress or by the public.

The Library of Congress Union Catalog Division had continued maintenance of the *Checklist of Certain Periodicals* which records the reports of some 300 libraries concerning their holdings of over 3,000 scientific and technical serials published in continental Europe and the warring countries of Asia, 1939 through 1946. During the past year 5,500 entries sent by libraries and research laboratories for new holdings were added to the checklist. Conversely, an expanded use of it was made by these institutions for the location of scarce foreign serials.

An increase in the 1947 Congressional appropriation enabled the establishment of a small staff to begin preliminary editorial work on the estimated 15,000,000 slips of the *American Imprints Inventory*. The immediate task is that of eliminating duplicate entries and the consolidation of locations. If the availability of funds is continued the file finally will be reduced to less than two million slips. When this is accomplished a complete editorial program can be undertaken.

Copies of all inventory entries for Virginia imprints were supplied to John Cook Wyllie, editor, Virginia Imprint Series, which is being sponsored by the Library of Congress, the University of Virginia, the Virginia State Library, the College of William and Mary, and the Virginia Historical Society.

At its convention in May 1947, the Florida Library Association voted its sponsorship of a project for the completion of the

Florida imprints inventory under the supervision of the Florida State Library Board and under the editorial direction of the state archivist, using as a basis the *American Imprints Inventory* records to be made available by the union catalog.

Regional Cooperation in the South

Through its members in Louisiana, the committee has made extensive inquiries throughout the South to learn what has been accomplished. Six states report as follows:

Tennessee. Dr. Kuhlman reports that the cooperating libraries have continued to send cards to the union catalog of Nashville libraries established in 1936. They plan to continue this catalog for all of the libraries in Nashville and possibly to expand it to include some of the larger libraries of the South central region. A study is now being projected to determine what other libraries should be invited, on the basis of their unique holdings, to participate.

North Carolina. Mr. Rush reports that the North Carolina union catalog at Chapel Hill continues effectively, with seven libraries cooperating. The Woman's College Library at Duke will soon add a record of its special holdings.

Texas. The North Texas regional catalog of serials, begun in 1943, is being kept up by supplementary publications.

Georgia. The University of Georgia reports that it is still a cooperating member of the union catalog of the Atlanta-Athens area. No new programs have been undertaken.

Virginia. The situation in Virginia is of special interest to us because of the survey just completed of libraries in the Richmond area. Upon the invitation of George B. Zelmer, administrator, Richmond area university center, Robert D. Downs visited Richmond libraries this spring. His survey

report has just been mimeographed and constitutes an outstanding statement on the possibilities of a bibliographic center in the Richmond area. Students of regional library cooperation will certainly need to read the full report, and for our present purposes, it seems pertinent to note *nine* of the seventeen points that make up Mr. Downs' summary of recommendations:

1. For the purposes of the university center, the library resources of the entire area should be regarded as a whole, with each library making its materials freely available to any qualified students, faculty members, and research workers.

4. A consolidation or union of several of the small college libraries would enable them to pool their resources and to develop research facilities of genuine value to their clientele.

6. There should be established in Richmond a regional bibliographical center, on the pattern of those in Denver and Seattle. This center would be built around a union catalog, supplemented by a comprehensive collection of other bibliographical tools, and maintained by a full-time staff, who would be responsible for promoting all types of library cooperation in the region. On the basis of the present situation, the state library would be the logical location, though the University of Richmond might be considered later if it succeeds in obtaining an adequate library building, and if there is a grouping of colleges around the university.

7. Agreements should be reached for specialization of fields among libraries in the Richmond area.

8. A detailed survey of library resources, followed by issuance of a guide or handbook, should be undertaken.

9. There should be compiled and published a union list of serials for Richmond area libraries, showing holdings and current subscriptions.

10. A central storage warehouse for duplicates is recommended, possibly to become later a depository for bulky, infrequently used collections from the cooperating libraries.

11. A central bindery, perhaps located in the Virginia State Library, should be established to serve all libraries in the area.

16. A study should be made of the practicability of starting a special delivery service among Richmond libraries.

The fact that a Richmond area university center has been established and a fortunate choice of Mr. Downs as library consultant has been made are omens of real progress in Virginia. The student of regional cooperation will be well advised to watch this state where so promising a beginning has been made.

California. In the Golden State, library cooperation has gained new impetus by activities of two California Library Association committees and the new Interlibrary Service Division of the University of California Library.

In Southern California the labors of several years are bearing fruit as a long-term project nears completion. It is the *Union List of Bibliographies in Libraries of Southern California*, which appears to be ready for publication soon.

The Northern Division of the California Library Association Committee on Regional Cooperation has started experimentally on its long-term survey of the resources of libraries in the Bay area and Northern California. Two small libraries have acted as guinea pigs in a trial survey intended to perfect the survey technique, and preliminary outlines of the survey area were used in the creation of a map and directory of libraries in the Bay area, Sacramento, Stockton, Palo Alto, San Rafael, and San Jose. This is the map which was distributed in the registration envelopes given to delegates to the A.L.A. conference in June. Giving an outline of special resources, hours, location, lending policies, etc., it was a helpful form of welcome presented to the visiting librarians by the C.L.A.

Since January 1947 a subcommittee of the northern division committee has been working on a *Checklist of California*

County Histories. A first list of titles has been sent out. Fifteen libraries have checked it and added items from their holdings. A supplementary list is being compiled for further checking, and librarians in the southern part of the state are now participating in an effort to achieve completeness. It is hoped that the checklist will be ready by January 1948, as an appropriate California centennial publication.

The University of California Library's Interlibrary Service Department, established as a kind of "bibliographic center without a union catalog," is making progress with one of its chief projects—the compilation of a subject index to libraries and special collection in the San Francisco Bay area. It is intended that this should be an active index for the region, giving direct guidance to library resources.

The interlibrary service department was inaugurated with the university library's decision to cancel its former service charge on interlibrary loans to Western libraries. It was done as a contribution to the mobilization of library resources in the West for cooperative use. This step alone has provided considerable impetus to regional cooperation in the state.

Summary

The quick trip around the country leads to the following conclusions concerning progress during the last twelve months in regional library centers and regional cooperation:

1. No bibliographic center has been forced to retrench because of reduced income, but each has made some progress in financial support.
2. Bibliographic centers have experienced a significant increase in the use made of established services, but no new services have been added.
3. The center in Denver is making a critical examination of its organization and its

purposes, with a view to increasing its usefulness and perhaps enlarging its territory.

4. Our national union catalog is as strong as ever and is resuming work on certain projects suspended during the war.

5. Regional union catalogs, from which we have had reports, are being maintained.

6. Real thought is being given to a regional center in the Richmond, Va., area.

7. Renewed interest in regional coopera-

tion in California has resulted from the establishment of an Interlibrary Service Department in the University of California Library, and the creation of an active Committee on Regional Cooperation in the state association. Progress is being made toward a survey of the resources of libraries of northern California, and a *Union List of Bibliographies in Libraries of Southern California* is nearing completion.

Teachers and Libraries

(Continued from page 214)

some kind of instruction." According to Miss Harris,

The study also indicates that no complete and thoroughly thought-out plan for bibliographic instruction in teachers colleges has yet been made, but that the subject is worthy of serious attention with a view to defining the objectives more clearly and improving the organization of the work.

Attention to the problem has increased in the last fifteen years, but much remains to be done. More has been accomplished, probably, in teaching college students to use the library and in preparing teacher-librarians than in educating prospective teachers concerning library materials and methods to be used in their professional work. We need more leaders with the vision and energy of Louis Round Wilson, who, as early as 1911, pleaded for libraries in every school, training of teachers in the use of books and children's literature, instruction of pupils in the use of books and libraries, and extension of cooperation

between public libraries and schools.

We librarians of institutions educating teachers must take the lead in promoting the development of special library education for teachers. We must clarify worthy objectives and formulate practical course outlines and problems. We must bring the importance of this kind of library education convincingly to the attention of teachers college administrators, professors, and curriculum-makers, of school superintendents, principals, and supervisors, and of teachers and prospective teachers. We must make the program so helpful that it will have a deserved place in the budget of the college as well as in the curriculum. We must study and discuss, plan and experiment, and strive for continuing improvement in preparing young people to become teachers who know and appreciate libraries and who will do their part in making libraries play the part they can and should in the life-long education of children, young people, and adults.

Change of Address

It is important for subscribers ordering a change of address to give three weeks' notice, to provide both their old and new addresses, and to send the information to *College and Research Libraries*, Subscriptions Department, American Library Association, 50 E. Huron St., Chicago 11, Ill.

College Library Buildings Self-Appraised

Dr. Muller is librarian, Bradley University.

IDEAS on library buildings are undergoing a revolution. Libraries are being planned from the inside out. The emphasis is on function as against monumentality. Flexibility is the keyword. Stacks and reading areas will be interchangeable. Ceiling heights will be lowered. Expansion will be provided for. New mechanical devices will be installed. The library will be a comfortable and attractive place for readers and librarians.

Yet there are obstacles. Boards of trustees and donors have a peculiar tendency to look to the past for models. They are not eager to be trail blazers for modern design. Many of them still think of the library as a showpiece for out-of-town visitors, an impressive campus landmark.

When it comes to planning a new library, the tendency is to copy the features of other library buildings, memories of which happened to linger in the mind of some board or faculty member. It may be an outdoor reading area, an impressive reference room, a cozy browsing room, or a particular style of exterior architecture. Such features are then transplanted into the new setting. It is always safer to adopt a standard pattern than to try something new, especially when the new exists only in blueprints.

The skeptic is bound to ask: Are our present buildings really completely inadequate? Isn't there anything at all to be

learned from the past? Aren't there some librarians who are perfectly satisfied with many features of their present buildings? With such questions in mind, an opinion survey was undertaken under the sponsorship of the A.C.R.L. Committee on College and University Library Buildings. A brief question blank was mailed to all the thirty-five colleges that were known to have completed new library buildings during the past ten years. All but two responded.¹

The aim of the survey was to obtain personal appraisals of college library architecture and to find out how well satisfied librarians were with their new buildings. The question blank asked: If you could have your building built over again, (1) What would you have in it that is now lacking? (2) What features of your present building would you wish to see eliminated? (3) What features do you consider so indispensable that you would insist on having them incorporated in any new building? The questions were designed to encourage free expression of opinion.

¹ Albion College, Bennett College, Brooklyn College, University of California College of Agriculture, Colby College, Texas College of Mines and Metallurgy, Carroll College, Colorado State College of Education, Denison University, Drake University, Drew University, Eastern Washington College of Education, Franklin and Marshall College, George Pepperdine College, Georgia State Womens College, Illinois State Normal University, MacMurray College for Women, Madison College, Manhattanville College of the Sacred Heart, Milwaukee-Downer College, College of New Rochelle, Pennsylvania State College, Rhode Island State College, Rockford College, St. Bonaventure College, Salem College, San Jose State College, Skidmore College, South East Missouri State Teachers College, Southern Methodist University, Western State College of Colorado, University of Wichita, Willamette University.

Most of the answers deal with individual aspects or components of existing buildings. In only four instances do respondents criticize the basic plan of an entire building as being insufficiently flexible. Thus it appears that the occupants of recently completed buildings of traditional design are either unfamiliar with or (although less likely) antagonistic to the latest trends in library planning as presented, for instance, in the meetings of the Cooperative Committee on Library Building Plans since 1944. It is not surprising to find that librarians who occupy new buildings do not pay much attention to the latest discussions. They are not charged with the responsibility of planning a new building. Their present buildings were planned largely to meet the needs of the present and to provide for the expansion of their book collections. It is to be expected, therefore, that many of the buildings are quite satisfactory for present requirements and are felt to be deficient merely in minor details. Only when the composition and character of the student body, the curriculum, the faculty, and the library staff change does it become apparent that existing buildings are basically unsatisfactory. And such radical changes are not likely to occur within a short span of ten years. If we were to conduct a survey of buildings twenty-five to thirty-five years old, we should expect much sharper criticism of basic plans and designs.

The answers to our survey are briefly summarized under the following headings: (1) over-all features, (2) space relationships, (3) rooms for special uses, (4) stacks, and (5) equipment.

Over-All Features

Noise control was found to be unsatisfactory in eleven libraries, especially in corridors and delivery halls. Ventilating

shafts and grills make noise control difficult. One librarian suggested that soundproofing material should be applied not merely on ceilings but also at least halfway down the side walls. Lavatories in libraries should be soundproofed if they are located close to reading rooms.

In three libraries, there were no doors or partitions between corridors and reading rooms, so that traffic noise tended to disturb readers. Glass partitions appear to be most satisfactory. (Examples: Carroll College and Southern Methodist University.) Satisfactory soundproofing was reported by Rhode Island State College and San Jose State College.

Air conditioning is second on the list of desiderata, with nine librarians wishing they had it. In two of these libraries, part of the building (e.g., the stacks) had no air conditioning. Such a division was reported to be unsatisfactory. As to the heating systems, both steam radiators and forced hot air failed to be satisfactory. Albion College reported favorably on its air-circulatory system and automatic heat control. In libraries where air conditioning had been installed, it was found to be a good feature. (San Jose State College and University of California College of Agriculture.)

Poor lighting was reported by six librarians. Three of them desired fluorescent fixtures. Complete satisfaction with their present lighting system was expressed by the librarians of Skidmore College, San Jose State College, University of California College of Agriculture, and Manhattanville College. The first two of these libraries have fluorescent lighting. The use of glass brick and wide plate glass windows to permit fuller utilization of daylight was found to be undesirable on south and southwest exposures in two libraries.

Work space for the library staff was found inadequate in eight libraries. In general, sufficient space seems to have been provided for the catalog department, but not enough for circulation, reference, and periodical work.

Ground-level loading, with a driveway leading to the back door, was desired by three librarians. If the catalog office is not on the ground floor, an elevator should connect it with the receiving room.

Floor coverings were unsatisfactory in three libraries. Unfavorable comments were made about linoleum, marble, and asphalt tile. Rubber tile floors seemed preferable.

Sharing a building with the administration caused complaints in four libraries. In one library, an exhibition room of the art department located in the library tended to disturb library functions.

Decorative grand stairways were condemned by three librarians. Modern libraries will emphasize the functional aspects of stairways.

Small reading rooms seemed to aggravate the problem of supervision in two libraries. It was recommended that no reading room should accommodate fewer than 115 to 125 readers.

Miscellaneous features wanted by only a small number of librarians are briefly listed: more telephones, storage space for supplies, toilet facilities, reading room space, a pneumatic tube system, a public elevator, a large informal entrance lobby.

Undesirable features affecting only a few libraries are also listed without comment: memorial features, excessive hall space, long narrow reading rooms, low windows permitting no room for wall shelving in reading room.

Not all librarians were dissatisfied with their buildings. Here is what some of them liked particularly well: informality

(Skidmore College); windows from ceilings to floor (Southern Methodist University); ample telephone and buzzer systems (St. Bonaventure College); two stairways (Eastern Washington College of Education); provision for expansion (University of California College of Agriculture).

Space Relationships

The location of rooms and areas in relation to one another has a bearing on the efficiency of a building.

Central supervision is important when the library staff is too small for the building. Three librarians indicated that they would want a building that can be centrally supervised (examples: College of New Rochelle or Willamette University). Reading room areas should be visible from the circulation desk, preferably through plate glass partitions.

Accessibility of stacks from reading room areas was reported to be lacking in four libraries. Easy access from the reading rooms is particularly important where subject reading areas (divisional or departmental) are planned. Examples of buildings where such conversion is possible are the libraries of Drake University, the San Jose State College, and the Colorado State College of Education.

The public card catalog is located too far from the catalog and order departments in two libraries. One librarian reported that the location of the catalog near the stack entrance was found to be highly desirable.

Whether the main floor is to be on the first or second floor appears to be somewhat controversial. In the College of New Rochelle, location of the circulation desk and catalog on the second floor was reported to be very satisfactory; and in another college, location of the main service on the ground floor was found to be undesirable. At a third college, the circu-

lation desk will soon be moved from the second to the first floor.

The location of the librarian's office is also a matter of controversy. Some librarians seem to like a somewhat secluded office, others prefer a location near the circulation desk. Much depends on the size of the library staff and the temperament of the librarian. If the librarian has a secretary, she should have a separate office adjoining the librarian's office. The entrance to the librarian's office should be from a hallway, not from a reading room.

The reading room entrance appears to have been poorly designed in only one library. In this library, there are two doors, one at each end, causing a traffic lane through the reading room. One door at the center is preferable.

Rooms for Special Uses

Librarians want a great variety of rooms which their libraries do not contain at present. The following tabulation shows, for each type of room or area, the number of librarians expressing a desire for it.

Projection and lecture room	7
Music listening room	6
Conference, seminar, study rooms	5
Staff lounge	5
Kitchenette (near staff lounge)	4
Photolaboratory	3
Typing room	2
Outdoor reading area	1
Room for rare or special collections	1
Separate reserve room	1
Quarters for library science students	1
Talking room	1
Faculty lounge	1
Microfilm reading space	1
Open-shelves reserve room	1
Smoking room	1
Bibliography room	1
Documents and pamphlet room	1
Periodical room	1
Faculty office	1
Coat check room	1
Locker room for student assistants	1

Some of the rooms reported to be indispensable in libraries are briefly listed here together with the names of the colleges: (1) *lecture room*, Southern Methodist University; (2) *music listening room*, San Jose State College; (3) *seminar rooms*, Willamette University and Pennsylvania State College; (4) *conference-study rooms*, Drew University and MacMurray College; (5) *photolaboratory*, Drew University; (6) *typing room*, Drake University; (7) *outdoor reading area*, Salem College; (8) *microfilm reading room*, Pennsylvania State College; (9) *browsing room*, Drew University and Western State College of Colorado.

Stacks

The most frequent complaint (five libraries) is that the stacks are not large enough. A library should not outgrow its stack space in less than ten years. As to stack enlargement, two librarians recommend vertical extensions, whereas a third prefers horizontal expansion. Stacks below ground level are condemned by two librarians.

More carrells are needed in four libraries. Wherever carrells are now installed, they are reported to be indispensable. One librarian suggested that carrells should be equipped with typewriters.

Book lifts, preferably electric ones, are next on the list, four libraries reporting this desideratum. Some libraries need more than one book lift or a book lift of larger size.

Elevators are not installed in two libraries, and a third one needs an additional elevator. Four libraries report that their stack elevators are absolutely indispensable.

Stairways are too narrow in three libraries. For open stacks, double approach stairways are recommended. Many college libraries have open stacks, providing easy

access to all levels.

There are two libraries where stack levels and floor levels do not coincide, so that steps had to be built to connect the floors. Such construction has frequently been condemned in library literature.

Three more recommendations: (1) Skidmore College reports that the tile walls in its stacks are easier to clean than conventional walls; (2) Albion College finds its master switch for stack lights very useful; (3) St. Bonaventure College reports that the steel stack construction used in its library saved tons of steel.

Equipment

The desires of librarians concerning library equipment is best summarized by a table:

Exhibit and display facilities	4
Standard size furniture and shelves	2
Adjustable reference room shelves	1
Book return chutes	1
Built-in suction cleaner	1
Glass panels in study room doors	1

Unfavorable comments were made about the following types of equipment: (1) door saddles, (2) cloakroom doors, (3) doors opening into corridors, (4) artificial fire-places.

Most controversial is the matter of built-in equipment. Such equipment reduces flexibility and is, therefore, rejected by many. Particularly troublesome are built-in catalog cases as found in four libraries. In one library, periodical display shelves are built-in, making it impossible to use the room for anything else but a periodical room. Nevertheless, there were two librarians who did express a desire for built-in equipment to house maps, folio books, and displays.

Conclusions

It has long been a tradition among li-

brarians to describe their new buildings in library periodicals at the time the buildings are completed. Such descriptions have rarely been followed by reports on the degree to which these buildings have proved satisfactory in operation. Follow-up reports, however, are necessary for the full appraisal of a building. The reports evaluating the libraries of the University of Colorado² and St. Bonaventure College³ may serve as models in this respect. Many more such reports should appear in print. Hanley has given the library profession some good descriptions, but her "criticism of the buildings is made in most cases entirely from floor plans and from section drawings, since it was impossible to visit each of the libraries in question."⁴ More recently, the meetings of the Cooperative Committee on Library Building Plans undertook critical discussions of existing library buildings.⁵

In order to determine the degree of bias in the answers, the responses were roughly divided into three groups: (1) favorable, (2) unfavorable, and (3) mixed (partly favorable and partly unfavorable). The librarians responding were divided into two groups: (1) those who had planned the buildings they now occupy and (2) those who had had no voice in the planning. A count showed that two-thirds or twenty-two of the librarians were now working in libraries they had not planned. Of these, seven made unfavorable comments, eleven were critical of some features, fifteen made mostly favorable comments. Of the eleven who now occupied buildings of their own

² Ellsworth, Ralph E. "Colorado University's Divisional Reading Room Plan: Description and Evaluation." *College and Research Libraries* 2: 103-09, March 1941.

³ Herscher, Irenaeus. "Friedsam Memorial Library." *Library Journal* 70: 22-23, Jan. 1, 1945.

⁴ Hanley, Edna Ruth. *College and University Library Buildings*. Chicago, American Library Association, 1939, p. 10.

⁵ *The Second Princeton Conference*. June 12-14, 1946. Philadelphia, Stephenson-Brothers, 1947, p. 69-85.

planning, only two were partly critical and none made highly unfavorable comments. The conclusion may be reached that the degree of bias was not strong enough to invalidate the results of the survey, although some bias probably affected one-third of the responses.

It may be possible to obtain more impartial appraisals through personal visits by an expert. But such impartiality is likely to be offset by the fact that a visitor cannot get to know a building as well as those working in it every day. Properly financed, such an inspection trip might be very fruitful in verifying and supplementing the information gathered by mail. Certainly, many librarians are reluctant to express themselves freely for the record. Personal conversation will, therefore, reveal much that could not be secured in any other way.

Some of the respondents in the present survey obviously hesitated to express criticisms that might be considered too candid. Others asked that their answers be treated confidentially, or that their opinions be reported anonymously. However, the majority of librarians pulled no punches. Here are a few illustrations:

There are no unusual features about this building. It was built by an architect who knew little or nothing about libraries.

There are so many things wrong with this building, I really don't have time to detail them. It was planned by a two-bit architect.

Our present building is extremely inade-

quate. . . . There are no features which I would insist on having incorporated in any new building.

It is important to realize that many existing buildings are far from perfect. Equally important is a knowledge of building features that have stood the test of practice. Such knowledge, combined with the latest ideas on flexible design, should help college librarians to build better libraries. And there is no doubt that many new college library buildings will spring up in the near future. Between 1937 and 1941, thirty-two new buildings were completed, but only three since 1942. The war years evidently put a halt to new construction, and the increase in building costs is likely to retard construction for awhile. Wellesley College, Queens College, Colgate University, Goucher College, North Carolina Woman's College, Claremont College, and Bradley University are now working on building programs, not to mention the larger institutions. According to a survey by E. S. Evenden, thirty-two teacher colleges are considering erection of new library buildings at a total estimated cost of close to \$7,000,000.⁶ Library planners of tomorrow will be pioneers of new trends. But they will not fail to study the buildings of the past to learn from them what features to adopt and to avoid. The present survey was conceived as an initial effort in that direction.

⁶ *American School and Society* 1946, p. 52.

Change in Prices

The subscription price of *College and Research Libraries* will be increased on Sept. 1, 1948. The new rate will be \$3.00 per year to members of the Association of College and Reference Libraries; \$4.00 per year to nonmembers in the U.S., Canada, and Latin America; in other countries, \$4.25. This rate will apply to both new subscriptions and renewals.

The price increase was voted by the board of directors of the Association of College and Reference Libraries in order to meet higher publishing costs.

Remittances received before Sept. 1, 1948, will be credited at the present rate of \$2.00 per year to members of A.C.R.L.; \$3.00 per year to nonmembers in the U.S., Canada, and Latin America; in other countries, \$3.25.

Assistance to the Faculty in Library Research: Report from Cornell University

Dr. King is faculty research assistant, Cornell University Library.

THE WORK of the faculty research assistant in the Cornell University Library had its inception in 1932, when the Carnegie Corporation, acting upon the suggestion of Professor Harlow Shapley, of Harvard University, supplied funds to Cornell and one or two other universities for experimentation in what was called the research librarianship. The function then contemplated, and largely maintained to the present day, involved employment in the university library of one whose sole purpose should be to assist members of the faculty in the preparation of scholarly works designed for publication in the fields of the humanities and the social sciences.

The scope and diversity of the activities carried on at Cornell for the past fifteen or sixteen years can best be indicated by the following list of the principal works published during that period in which there is prefatory or other acknowledgment of the aid or collaboration of the research assistant.

1934. Caplan, Harry. *Mediaeval Artes Praedicandi: a Hand-List*. Ithaca, N.Y., Cornell University Press

1935. Stephenson, Carl. *Mediaeval History; Europe from the Fourth to the Sixteenth Century*. New York and London, Harper and Brothers

1936. Caplan, Harry. *Mediaeval Artes*

Praedicandi: a Supplementary Hand-List. Ithaca, N.Y., Cornell University Press

1937. Johnson, Edgar Augustus Jerome. *Predecessors of Adam Smith; the Growth of British Economic Thought*. N.Y., Prentice-Hall, Inc.

Stephenson, Carl, and Frederick George Marcham, editors and translators. *Sources of English Constitutional History; a Selection of Documents from A.D. 600 to the Present*. New York and London, Harper and Brothers

Marcham, Frederick George. *A History of England*. N.Y., Macmillan Company

1939. Laistner, M. L. W., editor. *Bedaе Venerabilis Expositio Actuum Apostolorum et Retractatio*. Cambridge, Mass., Mediaeval Academy of America

Jones, Charles W. *Bedaе Pseudepigrapha; Scientific Writings Falsely Attributed to Bede*. Ithaca, N.Y., Cornell University Press

1941. Cushman, Robert Eugene. *The Independent Regulatory Commissions*. N.Y., London, etc., Oxford University Press

Stephenson, Carl. *A Brief Survey of Mediaeval Europe*. New York and London, Harper and Brothers

1942. Adelman, Howard B., editor and translator. *The Embryological Treatises of Hieronymus Fabricius of Aquapendente*. Ithaca, N.Y., Cornell University Press

1943. Laistner, M. L. W. *A Hand-List of Bede Manuscripts*, by M. L. W. Laistner, . . . with the collaboration of H. H. King. Ithaca, N.Y., Cornell University Press

George Lincoln Burr: His life by Roland H. Bainton; selections from his writings edited by Lois Oliphant Gibbons; bibliography compiled by Henry H. King. Ithaca, N.Y., Cornell University Press

Jones, Charles W., editor. *Beda Venerabilis Opera de Temporibus*. Cambridge, Mass., Mediaeval Academy of America

1946. Hutton, James. *The Greek Anthology in France and in the Latin Writers of the Netherlands to the Year 1800*. Ithaca, N.Y., Cornell University Press

1947. Jones, Charles W. *Saints' Lives and Chronicles in Early England*. Ithaca, N.Y., Cornell University Press

Schneider, Heinrich. *Quest for Mysteries. The Masonic Background for Literature in Eighteenth-Century Germany*. *Ibid.*

Manuscript Bibliography

Even a cursory reading of the foregoing list will reveal the impossibility of generalizing upon methods and results. There has, however, been a preponderance of bibliographical work. The compiling of a list of manuscripts of the Venerable Bede is an example of a long-term bibliographical quest. The bulk of the collection, as Professor Laistner remarks in the preface to his *Hand-List of Bede Manuscripts*, was "gradually compiled" through a period of eight or nine years. According to a reviewer in *The Journal of Theological Studies*, this volume lists about 1545 manuscripts containing works of Bede. In addition to systematic examination of the not inconsiderable collection of manuscript catalogs in the library of Cornell University, a few weeks' supplementary study was made of catalogs in the Widener Library, Harvard University. Two by-products of this search should be mentioned. The principal one is a typed list of the manuscript catalogs in the Cornell University Library containing titles of manuscripts of the Church Fathers. This list has been bound in two volumes (I. *Local List*, II. *General List*) and is accessible to users of the library who are interested in Latin manuscripts in general or in the special field embraced by the list. A second list comprises the more important catalogs not in

the library's possession. This has also proved helpful to readers and to the library administration as a guide to the purchase of additional catalogs.

Another project that involved examination of catalogs of Latin manuscripts was that of assistance to Professor Harry Caplan in supplementation of studies made by him in European libraries for his hand-lists of mediaeval *artes praedicandi*. This study of catalogs available in the Cornell University Library was also supplemented by work at the Widener Library. Since publication of these lists, Professor Caplan has set about bringing down to date the listing of technical works on preaching. This demands a project of considerably longer duration than the quest of Bede manuscripts and is expected to produce a series of published lists, beginning probably with a *Rhetorica Sacra Latina*, to be followed by English, French, German, Dutch, Spanish, Italian lists, and so forth; for inasmuch as the mediaeval *artes praedicandi* were international in origin, continuation of the study into modern times leads naturally to a multilingual bibliography.

Political Science and History

A quite different type of research was used in the investigations made for Professor Cushman's book on *The Independent Regulatory Commissions*. These entailed a search of the *Congressional Record* from the creation of the Interstate Commerce Commission in 1887 for discovery of all material vital to a thorough treatment of the subject. The resultant assemblage was enormous. The undertaking consumed more than a year of the research assistant's time.

Another type of project appeared in Professor Carl Stephenson's *Mediaeval History* and his *Brief Survey of Mediaeval Europe*. The nature of the work is indi-

cated most generously in each of the author's prefaces, in the former of which he writes: "Mr. H. H. King, Faculty Research Assistant in the Cornell University Library, has devoted weeks of painstaking labor to the verification of names, dates, titles of books, and other details throughout the whole volume. He has saved me from dozens of mistakes, big and little." Each of these was a short-term task, characterized by the stress typical of the period immediately preceding an author's going to press.

Science

The assistance rendered in the preparation of the edition of *The Embryological Works of Hieronymus Fabricius*, slight when contemplated in relation to the book as a whole, was mainly threefold in character: bibliographical, historical, and analytical. It proved possible to add but relatively little to the bibliography which Professor Adelman had already compiled. The historical part of the project concerned the exceedingly florid dedication of his *De Formato Fetu* which Fabricius addresses "to the most illustrious and eminent Renatus Borromaeus, Count of Arona." He traces that count's ancestry back to the Roman emperor Aulus Vitellius, and proceeds with fulsome attention to the achievements and virtues, real or mythical, of intermediate progenitors from that era to 1606, the date of the dedication. The opportunity for historical research provided by this brief section of the book is testified to by the forty-four explanatory footnotes to the nine pages it covers. The analytical work was connected with the seventy-page index. The subject matter is such, however, that the only contribution possible was more in the nature of labor than of analysis, consisting mainly in the assembling of a relatively unorganized mass of

items upon which the translator and editor himself performed the needful analytical processes.

Bibliography

The bibliography of the writings of the late Professor George Lincoln Burr deviates somewhat from the normal pattern. It is an independent portion of a book and in its entirety the work of the research assistant.

Background Studies

The six projects described in some detail show the general nature and scope of the work done. Two projects not undertaken with a view to publication are sufficiently significant to deserve mention here.

One is an index of British *Parliamentary Debates* 1814-1840. The cards comprising it fill twenty standard-size filing drawers. Recording the contents of ninety-five volumes, this index required a number of years work, interspersed, of course, with numerous other quests and studies.

Another of these undertakings was a study of the proportionate distribution among the different languages of the writings on physics, chemistry, engineering, geology, and plant science published in the years 1915 and 1935. This formidably statistical project was taken on at the request of the late Floyd K. Richtmyer, dean of the graduate school, and completed at the wish of his successor, Professor George H. Sabine. Its purpose was to afford guidance in the modification of language study prerequisites for graduate students in the different scientific fields represented in the survey.

Organization

Something should be said about the *modus operandi* of all this diversity. There has been a minimum of organization.

Throughout the project the faculty member employing assistance is in close touch with the research assistant, except in certain long-term operations the pattern of which is established early. Experience has shown that at the beginning of the collaboration men desiring research assistance almost invariably give very definite instructions, the following of which leads naturally to the uncovering of additional sources and ramifications of the subject. Indeed, one of the chief dangers lies in the constant widening and branching out of the trail of library research, which may easily lead too far afield unless frequent contact with the originator restricts the project to the limits he has set himself.

The question of control has not proved a formidable one. When the relationship was first entered upon in 1932, the research assistant was admonished to avoid being monopolized. Time must be divided among the projects in hand at any one period, with reasonable exceptions, of course, as when approaching publication date might necessitate temporarily exclusive concentration upon a single undertaking. The plan proved workable because there never was a time when no work was in

hand and never a time also when pressure of previous commitments compelled refusal of one more.

Last year a larger measure of organization was introduced. By the new arrangement each applicant for assistance submits his request to the dean of the graduate school with a statement of the amount of time he estimates that his project will require. The dean of the graduate school confers with a committee on research, of which he is chairman, as to the eligibility of all such requests, and communicates to the director of the university library the findings of that committee. Since all requests are received at semiannual intervals, in May and in November, the time of the research assistant is constantly scheduled. Contacts between faculty members and the research assistant are as close and direct as under the original plan of action.

It has been a constant source of inspiration to associate one's labors with those of men of so high scholarly attainment, and the opportunity of being in any measure helpful to them in the preparation of their published works is counted by the present writer as one of the greatest privileges of his life.

Graduate Library School Institute

The Graduate Library School of the University of Chicago will present its thirteenth annual institute, August 16-21, 1948. The topic is "Education for Librarianship."

The program will consist of four major topics: (1) "General Orientation," to be discussed by Ernest C. Colwell, Ralph W. Tyler, Helen R. Wright, Louis R. Wilson, Harold Lancour, Leon Carnovsky, and Lawrence S. Thompson; (2) "Preparatory Education," to be discussed by Clarence H. Faust and Louis S. Shores; (3) "Professional Education for Librarianship," to be

discussed by Ralph Munn, Richard H. Seacock, Lawrence Clark Powell, B. Lamar Johnson, Ruth Ersted, Mildred L. Batchelder, Herman H. Henkle, Rose L. Vormelker, and Neil C. Van Deusen; and (4) "Special Problems," to be discussed by Bernard Berelson, Robert B. Downs, Errett W. McDiarmid, Alice Lohrer, Harriet E. Howe, Carl M. White, and Anita Hostetter. On Saturday, August 21, general summaries of the papers and discussions will be presented by Robert D. Leigh, Luther H. Evans, and J. Periam Danton.

A Multi-Purpose Serials Record

Mr. Bennett, audio-visual aids librarian, West Virginia University, until last September, is now a student at the Graduate Library School, University of Chicago.

LIBRARIANS will recall the difficulties involved and the hours consumed in 1939-40, and again in 1943, when they were asked to report the serial holdings of their libraries for the *Union List of Serials*. Tens of thousands of man-hours were expended in checking the preliminary editions of this list and its *Supplement* against library catalogs in the attempt to make complete, accurate reports of holdings.

This was true, at all events, if West Virginia University Library's experience was typical. The flow of materials to be cataloged was blocked, except for "rush" items, and a backlog allowed to accumulate while catalogers pursued the double chore of going through tray after tray of the card catalog, and then transcribing the record of holdings from the shelflist.

The end-product was ample compensation for the tedium of those long hours, since few will argue that the *U.L.S.* is not worth the effort that was put into its compilation. Staff members at this library, realized however, that something should be done to provide a speedier, more efficient and wholly accurate method of checking such lists. They were well aware that both the catalog and shelflist contained inaccuracies. The answer, they agreed, probably lay in the setting up of a comprehensive serials record in which accuracy, once achieved, could be sustained.

Because of inadequate personnel, no staff

member could be spared at the time to attack the problem. Late in 1945, however, the writer was assigned the task of devising a serials record which would meet the needs of the library. An inventory of the book collection (the first in nearly twenty years) was under way, and it seemed a logical time for reorganization.

The writer began a study of the peculiar problems posed by the acquisition and processing of serials. Certain elements of chaos were immediately discernible; others were soon revealed. Many continuations and periodicals, for example, were inadequately or incorrectly cataloged. Many serials had been cataloged as separates, and had eluded the checkers of the *U.L.S.* Dash-statements of holdings in the main catalog had not been kept uniformly up-to-date.

Many shelflist entries were inaccurate. In earlier years, mass accessions of serial sets had been listed in blocks, and all too often the blocks contained fewer or more units than called for by the number of volumes represented. Dates indicating time spans covered by individual volumes were often omitted or inaccurately listed; e.g., reports covering fiscal years, and volumes covering only a portion of a year, were designated simply by calendar years.

Separate checking records for different types of serial publications were maintained, and the need for unification was apparent. In 1942 there had been set up in the reference department a kardex checking record for periodicals. Checking records for state documents and for certain serials received on exchange, were in need

of reorganization. For many serial titles no checking records were maintained at all. The shelflist, in many instances, provided the only checking record for series. Order work had not been efficiently organized at that time, and much of the purchasing of monographs and other series was hit-or-miss. Very few standing orders had been placed with publishers of important serial titles.

Many volumes in the stacks were discovered to have been bound incomplete, and the shelflist, in most cases, carried no notes about missing issues. Little progress had been made in setting up definite policies about the binding of serials, and constructive action in this area was needed.

In an attempt to discover what approaches had been used in other libraries to solve serials problems, a number of letters were sent out, asking for information and advice about methods, equipment, and card forms. Responses indicated that some libraries had good checking records, but that none had established multi-purpose records containing more or less complete information about individual titles.

It was determined that, if at all possible, the library's record should be a complete record, in which any question about a serials title could be answered quickly. (e.g., What exactly are holdings? How do we acquire issues, and from whom? Are the volumes in the stacks complete volumes? How many issues of an annual report do we bind together?) It was realized that, of course, in many instances only the main catalog could be expected to carry full information.

After a careful exploration of deficiencies and present and future needs, the head cataloger and the writer determined what functions our serials record might reasonably be expected to perform, and what needs it could be shaped to meet adequately.

ly. These discussions were influenced by the seeming desirability of establishing, within a very few years, a serials and binding department in which acquisition and processing activities would be combined with the servicing of all serials publications.

Requirements

A statement of the functions and needs agreed upon—all of which have been incorporated into a serviceable record—should be accompanied by the qualification that, although a sizable portion of the record has now been in service for two years, a longer period is needed for testing whether or not all contemplated needs have been provided for. Only minor snags have appeared so far, and the flexibility of the record has made ready solutions possible.

1. *Complete Record.* First of all, the serials record was to be both checking record and shelflist record in alphabetical order. It was realized that a shelflist record arranged alphabetically by author and title was a new departure, and would not be universally sanctioned. However, its practical merits far outweighed those of a classified arrangement. The latter, it was felt, would be completely justified only at inventory times, the intervals between which at West Virginia University Library are so great as to present no serious objection to the alphabetical arrangement. It was believed that, for inventory purposes, the cards in a single tray could be removed, arranged in classified order, rearranged after checking against stack holdings and location file, and replaced within a day's time.

Furthermore, an alphabetical arrangement would greatly facilitate the task of reporting the library's holdings to the compilers of the *U.L.S.* The speed with which dealers' catalogs and exchange lists of serials could be checked against an alphabetical

record was also a factor of particular importance, since great emphasis has necessarily been laid upon filling gaps in the library's serials sets.

To prevent duplications in assigning call numbers it was determined that referral cards bearing call number, author, and/or title, and stamped with the legend, "For Holdings See Serials Record," would be inserted in the shelflist.

2. *Duplication of Effort to be Prevented.*

In earlier years, countless hours had routinely been spent in withdrawing cards from the catalog when new volumes were added, revising dash-statements of holdings, and refiling cards. This was felt to be a needless expenditure of staff time, despite the convenience afforded borrowers by carrying such information in the main catalog. It was decided that, as work on the serials record progressed, cards in the main catalog would also be stamped "For Holdings See Serials Record," and that holdings would no longer be indicated by pencilled dash-statements.

During the two years, no serious objections to this change in policy have been voiced. The patron is now instructed to fill out call slips on the assumption that the volume he wants is among the library's holdings. If the volume is not in the stacks or its book card not in the location file, reference to the serials record quickly produces a correct report for the borrower. Since the catalog formerly contained many errors in dash-statements of holdings, and circulation assistants had usually to check the shelflist to confirm or disprove pencilled notes in the catalog, the present procedure assures improved service.

3. *Provision for Separately Cataloged Items.* As in many libraries, a host of items published as parts of series have been cataloged separately in W.V.U. Library. Inclusion of separately cataloged serials in

the record seemed fairly important, particularly if complete holdings were to be reported to *U.L.S.* Their inclusion would be useful also when time could eventually be found for recataloging them as series.

These three were essential considerations, and came first in planning, but there were a number of others which can be stated more briefly. It was agreed that the serials record should make provision for:

4. Essential notes covering irregularities in publishing history of many titles.
5. Appropriate cross references if entries used in W.V.U. Library vary from the *U.L.S.* entry.
6. System for claiming numbers or volumes not received—possibly by vari-colored metal signals attached to cards in a systematic manner.
7. Listing of second copies, particularly West Virginia items, of which two copies are regularly accessioned.
8. Recordings of items for which standing orders have been placed with the Library of Congress for analytics.
9. Listing binding specifications.
10. Inclusion of closed entries.
11. Collation record, when needed.
12. Noting sources of serials publications, and methods of acquisition.

With these requirements determined upon, it was possible to select equipment and devise card forms, and to establish routines for securing and transcribing accurate information about the library's serial holdings.

Equipment and Card Forms

The problem of selecting equipment was rather easily solved. From the beginning, it was felt that only a visible-index arrangement would be suitable, for the record must possess in high degree the essential virtues of compactness, flexibility, and simplicity.

Several types of visible-index equipment were inspected and the possible choices narrowed down to two well-known types

of cabinets. After carefully weighing their respective merits, orders were placed for three Acme duplex cabinets, of the hinge-and-hanger type. Each of these contained thirteen 188-card trays, with a cabinet capacity of 2444 4" x 6" cards. Since an estimated 5200 serials titles are represented in the W.V.U. collection, this number of cabinets would allow for an expansion of a little over 2000 titles.

It is possible in this type of cabinet to use both sides of a card for record-keeping (approximately 48 square inches), and, when needed, to employ 4-page folded cards with almost double the writing space available on single cards. It is also possible to use auxiliary rider sheets providing additional recording space, which can be hung over the master cards, and replaced or supplemented by others as the need arises. Judicious utilization of these features has

resulted in far greater flexibility in the record than was anticipated in the early planning stages.

The challenges faced in devising card forms for the serials record were many. The allotment of space for shelflisting purposes was of primary importance, of course, but first there had to be determined the amount of space needed for carrying other essential information, such as author and title, call number, source and method of acquisition, and binding instructions.

Many experimental forms were drawn and discarded in favor of improved ones. By a gradual refining process, two basic master forms (and 4-page versions of each) were devised.

The first of these was designed for the type of serial which requires only the simplest of notations; e.g., *Harvard Economic Studies*.

805			WVUL-SR 101			ACME 42598-S		
VOL.	NO.	ACCESSION NO.	VOL.	NO.	ACCESSION NO.	VOL.	NO.	ACCESSION NO.
		no.17			79108			
						no.34		125455
		no.20			117794			
		no.22			67991			no.53 125499
no. 7		82105				no.39		125204
						no.41		125293
						no.42		192390
no. 11		172129	no.27		125296	no.43		192391
						no.44		99468
						no.45		78697
						no.46		125502
			no.31		79059	no.47		125513
			no.32		80007	no.48		86595
805 C72s		no.1- 1912-						
		literature.						
		Columbia university./ Studies in English and comparative						

FIGURE 1. Front of Basic Card Described in Text

Vol.	Acc. No.
18	123456
19	134567
20	145678

The second was devised for serials which require, in addition to volume and accession number, a designation of dates spanned by single volumes. In the case of periodicals issued weekly, for example, volumes of which often cover odd portions of calendar years, a fairly long entry is needed; e.g., *Saturday Review of Literature*.

Vol.	Date	Acc. No.
v. 18	Ap. 30-O.22. 1938	176430
v. 19.	O. 29. 1938-Ap.22 '39	187697

The same adaptable form can also be used, for example, in transcribing the shelflist record for acts of a state legislature, which requires even lengthier notations; e.g.,

West Virginia. Legislature./ Acts of the Legislature.

Year	Session	Acc. No.
1933	Ja. 11-Mr. 13, 41st & Ext Sess; Ap. 10-Je.3, Ext Sess	129691

The two basic forms are identical in most respects, so that reference to them for information other than shelflisting is uniform. On the first of these forms, shown in Figures 1-2, space is blocked off for 109 entries. The 4-page version, identical except for a folded upper section accommodates 120 additional entries.

The second basic form differs from the first in one respect only. No column-headings or vertical columnar lines are printed in the shelflisting areas on either the front or verso of the card. Depending upon the nature of listing required by individual titles, the shelflisting space can

PURCHASE <input checked="" type="checkbox"/>		GIFT <input type="checkbox"/>		EXCHANGE <input type="checkbox"/>		JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	
PUBLISHER Columbia Univ pr 2960 B'way, NYC 27				SOURCE Publ.		ANALYZE <input checked="" type="checkbox"/> SO-LC ANAL.		BIBL. _____ IN 1 VOLUME										
COST varies				INDEX		TP		BIBL. _____ COVERS										
								BUCKRAM NO. _____ SIZE _____										
								SUB. HELD BY _____										
VOL.	NO.	ACCESSION NO.	VOL.	NO.	ACCESSION NO.	VOL.	NO.	ACCESSION NO.										
no.65		125512	no.80		79109	no.95		182950	1-115 lack numbering; 1st numbered, 116, 1934.									
66		45826	81		56166													
68		125482																
70		84499	85		162349													
71		92465				101		69830										
72		116224	87		192005	102		101200										
			88		98111													
74		89279	89		82339													
			90		111435													
77		60737																

FIGURE 2. Verso of Basic Card Described in Text

be divided into two, three, or four columns, providing for the listing of from 62 to 109 volumes. On the 4-page version of this second form, from 122 to 229 volumes can be listed.

Three auxiliary riders are used for recording currently received, unaccessioned issues. The first is divided into three columns, with spaces numbered 1 to 50; the second is numbered 51 to 00. These riders are used for checking numbered series, annual publications checked by calendar year, reports covering fiscal years, and publications bearing volume number and date.

The third rider was devised for checking issues of certain university studies and other series issued in parts, and following no prescribed pattern of issue. It is used also for checking practically all monograph series which are analyzed in the main catalog. This form provides for checking volume or part number, date of receipt, cost, ordering of L.C. cards, and actual insertion of analytics in the catalog.

A fourth rider, devised largely in anticipation of future needs, can be used as a combination collation and binding record. One portion of the sheet is for listing incomplete volumes, either volumes bound incomplete and held in the stacks, or unbound volumes held for missing issues, to be sent to the bindery when the gaps are filled. The other portion of the rider is for listing volumes prepared and sent to the bindery, and for checking their return.

For periodicals, the serials record at present contains only shelflist information, since the checking of current issues is done in the reference department, which services them for borrowers. If, as is contemplated, a serials and binding department is organized, additional riders will be devised for checking periodicals at the serials record.

Long before the work of devising card forms had been completed, routines for

making a complete file of serials represented in the library's collection were set up, and the work of securing complete, accurate information was begun. A work card was made for each title that had been reported to *U.L.S.* Entries were verified and notes made about cross references required because of variations between the *U.L.S.* entry and the one established in the *W.V.U.* Library's catalog (usually an *L.C.* entry). Call numbers were verified for each title, and placed on the work card.

Then began the search for all titles which had not been reported to the *U.L.S.* The kardex checking record for periodicals was combed for omitted titles, including all of those which had either not been bound and cataloged in 1939, or which had begun publication since that time. The checking record for state documents was carefully searched, and work cards made for titles which were to be included in the serials record. The gift and exchange checking records yielded many unreported titles also.

After this combing process had been completed, the work cards were arranged in classified order for a card-by-card checking of the shelflist. This was done to check the accuracy of entries and shelflist information, to discover titles which had not been uncovered in the compilation of work cards, and to determine for each title which of the basic card forms was to be used in transcribing shelflist information in the serials record.

This card-by-card check revealed not only incorrectly cataloged titles but also hundreds of items belonging to series which were cataloged as separates. Slips were made for these latter items and filed alphabetically for inclusion in the record. During this period, catalogers were revising the filing in the main catalog and turned up many separately cataloged volumes. Slips

for these items were also filed and later incorporated into the record.

After the printed card forms were received, and as sections of the shelflist were completely checked, the work of transcribing holdings and other information was gotten under way. Referral cards for serials in the 100's and 200's were placed in the main shelflist, and shelflist cards withdrawn. As the preparation of serials record cards for these sections was completed, the cards were proofread, revised, and filed in classified order, with work cards clipped to them. Cross references were typed on unprinted light green cards, and filed with the titles to which reference was made.

At first this work was done by the writer. Later the clerical staff was increased, and corrected shelflist cards were given to a typist for transcribing.

When checking of the shelflist had been completed (with two exceptions: the 500's and 600's), and serials record cards made, the cards were alphabetized and installed in the cabinets. As cards were made for the other sections of the collection, they were interpolated in their proper alphabetical stations.

Although it is possible to remove cards from their hangers, and to insert them into a typewriter for adding new volumes, it has been thought unwise to subject the cards to any harder use than necessary. When new volumes are added now, the entries are made in black India ink.

For purposes of keeping accurate statistics, each addition is checked lightly in pencil, and a small metal signal attached to the edge of the card. At regular intervals, these additions are counted for the monthly statistical record, and signals removed.

A longer period should doubtless be allowed for testing fully the efficacy of the

serials record which has been put into service in the West Virginia University Library. However, it is not too early to make a few generalizations about its use.

Whether or not such a comprehensive record would prove entirely workable in a large university or public library is perhaps open to question. Its compactness might conceivably be a disadvantage if too large a number of staff members had to make constant reference to it.

From the cataloger's point of view, the record makes for great simplification in adding serials. Additions can be made directly in the record, and as soon as volumes are labeled, they can be sent on to the stacks, usually without any necessity for withdrawing and revising cards in the main catalog.

The order section has found the checking of exchange lists and dealers catalogs expedited by an alphabetical record in which gaps in the library's holdings are easily discernible. The circulation department's use of the record is similarly facilitated by the ease with which the completeness or incompleteness of holdings can be scanned.

Under the conditions which formerly prevailed, staff members often had to search in as many as three or four places for information about a serials title. Checking records, formerly scattered, have now been consolidated, and combined with the shelflist record. It has proved greatly advantageous to have a complete record, easily accessible to catalogers, assistants in the order section, reference librarians, and circulation assistants.

The foundation stone for a needed phase of reorganization of the library has been fashioned and made serviceable. Duplication of effort has been eliminated, and the possibility of complete accuracy in a single record of serials assured.

College and University Library Statistics

THE STATISTICS this year present a greater range of types of schools and a more complete regional representation than will be found in previous listings. It will be noted that more institutions have reported more data than has been common in other years. It seems quite probable that this increased participation in reporting is a direct result of the effort and stimulation given by the Executive Secretary of the A.C.R.L., N. Orwin Rush.

All who use these figures should appreciate the arduous and exacting efforts of the librarians who tabulated and summarized this information. Donald Thompson, assistant director, University of Alabama Libraries, prepared the materials for Group I, and Dan Graves, librarian, Willamette University, did the work on Group II. The data on Group III were prepared by Catherine Zealberg, Library Science Department, Western Illinois State Teachers College.

In view of the great accumulation of information in these tables, it was hoped that some comparisons might be made with the results for earlier years. However, the variation in schools represented from year to year is so great that it is difficult to arrive at accurate conclusions. Since the present analyst had previously prepared a summary of the 1937-38 college and university figures, he was interested in comparing the returns for that year with the present data. In order to give some validity to the comparisons, only those schools were considered which supplied information in both 1938 and 1947.

From a study of the above schools, it appears that although the total educational budgets in all types of colleges have in-

creased, the percentage allotted to the library is decreasing. The average library appropriation has never been large enough.

A further selective study was made of the salaries of the chief librarians for those institutions represented in the summaries for 1938, 1946, and 1947. The table below indicates the results:

Salaries for Chief Librarians

	Increase in Median Figure	
	1938-1947	1946-1947
Class I	33%	11%
Class II	33%	15%
Class III	59%	17%

From a more general study of salaries, it appears that even greater increases have been given to department heads and professional assistants. It would appear that the gap between the chief librarian and his first assistant is much smaller than it was ten years ago.

Since G. Flint Purdy and Lawrence S. Thompson have recently presented excellent critical articles on library statistics, it hardly seems profitable to point out specific instances of the inadequacies of the present data. Prospective users of these figures, however, should be warned that it would be unprofitable and unreliable to compare (from year to year) the medians or the extremes in any of the groups. Accurate results can only be obtained by selecting the schools that appear uniformly in each of the years to be considered. Then new extremes and means can be computed and the results compared.

Many libraries have entered the tables this year. A continuing representative group of these libraries will furnish us with factual material for a picture of the postwar library era.—*Foster E. Mohrhardt.*

College and University Library General and Salary Statistics (Group I)

Library	Fiscal Year Ending	Student Enrollment			Faculty Members Regular	Book Stock	Circulation		Library Operating Expenses Last Year				Total	Total College or University Expenditures Last Fiscal Year				
		Regular	Undergraduate	Graduate			Volumes Lent for Home Use	Reserved Loans	Staff Salaries	Student Services	Books	Periodicals			Rebinding	Other		
Alabama	305-47	8408	218	4998	425	310	274,426 ⁹	124,101	116,210	\$8,528	\$17,858	\$73,904 ⁴	\$12,399	\$66,304	\$11,439	\$204,129 ⁶	\$2,188,193	
Arizona	304-47	4087	155	1544	345	85	195,909	78,408	219,010	27,186	9266	13,034 ⁴	4767	75,800	14,772	207,027	2,303,839	
Brown	304-47	3432	430	700	328	384	1,095,517	78,408	119,239	109,819	9266	13,034 ⁴	4767	75,800	14,772	207,027	2,303,839	
California (Berkeley)	304-47	17,904	3945 ⁹	14,804	381	1,422,494	341,227 ¹⁰	78,408	299,115	174,908	124,943	19,830	36,116	210,489	39,244	761,146	7,601,466	
California (Los Angeles)	304-47	14,387	1794	11,000	350	1,095,517	341,227 ¹⁰	78,408	299,115	174,908	124,943	19,830	36,116	210,489	39,244	761,146	7,601,466	
Cincinnati	304-47	2077	481	8560 ⁹	492	711	655,305	98,322	27,048	25,400	28,841 ⁴	32,541 ⁴	13,351	66,835	33,792	251,054	4,501,702	
Colorado	304-47	2077	481	8560 ⁹	492	711	655,305	98,322	27,048	25,400	28,841 ⁴	32,541 ⁴	13,351	66,835	33,792	251,054	4,501,702	
Colorado A. & M.	304-47	2457	61	1109	400	440	630,899	86,320	228,941 ⁴	9381	47,107	50,975 ⁴	11,064	14,612	73,306	146,844	2,973,086	
Dartmouth	304-47	2822	0	450	322	344	630,899	86,320	228,941 ⁴	9381	47,107	50,975 ⁴	11,064	14,612	73,306	146,844	2,973,086	
Duke	304-47	647	663	1141	344	445	630,899	86,320	228,941 ⁴	9381	47,107	50,975 ⁴	11,064	14,612	73,306	146,844	2,973,086	
Georgia	304-47	3499	1383	1808	580	76	898,444	108,416	269,763	135,665	21,724	144,483 ⁴	11,064	14,612	73,306	146,844	2,973,086	
Harvard	304-47	6041	200	4034 ⁴	365	205	212,440	28,709	89,833	36,406	10,774	176,837 ¹¹	13,100	188,937	107,569	694,674	1,992,642	
Howard (Washington, D.C.)	304-47	6054	8544	1643	468	117	186,006	156,277	496,487	132,000	24,000	105,000	31,500	21,750	47,339	3254	110,220	
Indiana	304-47	11,038	2072 ⁹	4354 ⁴	893	205	825,048	137,010	327,398	132,000	24,000	105,000	31,500	21,750	47,339	3254	110,220	
Iowa State	304-47	8441	1331	6079	308	289	825,048	137,010	327,398	132,000	24,000	105,000	31,500	21,750	47,339	3254	110,220	
Johns University	304-47	10,712	111	1576	458	175	81,649	295,056	187,702	55,716	28,544	32,229	22,501	14,786	69,313	15,044	178,449	
Liberal Arts	304-47	3212	1276 ⁴	4354 ⁴	458	175	81,649	295,056	187,702	55,716	28,544	32,229	22,501	14,786	69,313	15,044	178,449	
Michigan	304-47	8731	1037	1677	932	741	382,117	87,198	219,702	55,716	28,544	32,229	22,501	14,786	69,313	15,044	178,449	
Michigan State	304-47	8731	1037	1677	932	741	382,117	87,198	219,702	55,716	28,544	32,229	22,501	14,786	69,313	15,044	178,449	
Minnesota	304-47	16,052 ⁹	3124	9568 ⁴	977	486	1,309,720	209,232	1,034,868	398,012 ⁴	38,168	114,400	27,636	37,532	179,557	133,216	549,810	
Mont Holyoke	304-47	24,479	2624	16,993	2733	1598	1,474,580	270,337	222,780	217,780	37,536	114,400	27,636	37,532	179,557	133,216	549,810	
New Hampshire	304-47	9960	625	4560	503	349	1,474,580	270,337	222,780	217,780	37,536	114,400	27,636	37,532	179,557	133,216	549,810	
New York	304-47	1133	143	2433 ⁴	147	129 ⁴	144,605	52,029	691 ⁴	295,393	31,162	6320	8767	2864	2924	14,555	5792	57,837
North Carolina	304-47	9127	707	5025 ⁴	73	131	144,605	52,029	691 ⁴	295,393	31,162	6320	8767	2864	2924	14,555	5792	57,837
North Dakota	304-47	2436	76	978	484	291	494,447	230,434	42,357	91,012	27,912	90,035	12,670	57,490	19,648	196,062	3,430,104	
Ohio	304-47	27,052 ⁹	1834	9494	202 ⁴	104	444,447	230,434	42,357	91,012	27,912	90,035	12,670	57,490	19,648	196,062	3,430,104	
Oklahoma	304-47	8994	562	5207	286 ⁴	130 ⁴	444,447	230,434	42,357	91,012	27,912	90,035	12,670	57,490	19,648	196,062	3,430,104	
Oregon	304-47	5661	322 ⁴	2972 ⁴	383	1679	611,150	212,448	259,749	59,731	36,447 ⁴	28,207	8162	6036	39,000	8500	2,096,509	
Pennsylvania	304-47	7428	383	1679	611	150	1,132,465	66,570	246,081	203,812	22,883	14,333	17,773	54,300	24,978	54,222	12,158	
Pennsylvania State	304-47	8858	3085	3674	1862	1674	1,132,465	66,570	246,081	203,812	22,883	14,333	17,773	54,300	24,978	54,222	12,158	
Pittsburgh	304-47	6531	695	4723 ⁴	2004	328	280,237	90,541	162,487	92,840 ⁴	31,086 ⁴	38,022 ⁴	14,088 ⁴	58,510 ⁴	11,373 ⁴	193,813	10,860,814	
Purdue	304-47	3377	430	1772	672 ⁴	514	1,086,280	112,665	177,950	134,509	72,228	60,385	23,679	25,035	109,099	17,659	288,495	
Rochester	304-47	3061	142	207 ⁴	250	171	404,485	103,139	156,481	95,902	12,255	23,350	1111	3484	26,834	13,563	98,420	
South Dakota State	304-47	1857	31	1138 ⁴	151	62	85,240	10,638	27,891	13,890	15,111	42,419	17,099	3243	57,412	3533	118,691	
Southern Methodist	304-47	1196	311	2801 ⁴	273	92	308,419	125,344	198,500	85,432	29,791	35,358 ⁴	9235 ⁴	15,410	5154	109,175	4,394,922	
Texas	304-47	5407	1023	3164	294	205	276,439	63,615 ⁴	102,300 ⁴	77,820 ⁴	8241 ⁴	55,731	27,709	15,439	99,141	7050	1,592,209	
Texas A. & M.	304-47	16,006	1254	10,845	661	226	276,439	63,615 ⁴	102,300 ⁴	77,820 ⁴	8241 ⁴	55,731	27,709	15,439	99,141	7050	1,592,209	
Virginia	304-47	1340	11	651	168	84	37,453	48,548	46,020	17,922	4357	4716 ⁴	909	5625	707	28,511	6,496,914	
Washington (St. Louis)	304-47	6259	757	4742	1007	204	547,742	65,077	26,404	76,579	52,121 ⁴	54,009	19,083	6367	79,459	44,858	205,109	4,496,914
Washington (Seattle)	304-47	14,116	1478	7155 ⁴	1080	500	296,338	96,416	120,431	96,728	85,407	15,207	17,636	108,890	15,399	309,434	7,005,404	
Wayne	304-47	10,288	1721	6679	494	244	296,338	96,416	120,431	96,728	85,407	15,207	17,636	108,890	15,399	309,434	7,005,404	
Wendell	304-47	1643	42	244	8 ⁴	244	248,466	38,353	34,540 ⁴	62,200	20,701	16,994	5898	27,322	6138	97,730	2,593,454	
Yale	304-47	8402	3123	963	1077	81	3,642,730	195,322 ⁹	1,042,868	408,158 ⁴	17,526	134,943	49,630	37,532	548,697	133,216	1,004,051	25,226,533
High	304-47	1908	9127	16,993	3446	1598	4,988,319	341,227 ¹⁰	1,042,868	408,158 ⁴	17,526	134,943	49,630	37,532	548,697	133,216	1,004,051	25,226,533
Median	304-47	6447	6447	3084 ⁴	204	204	408,158	341,227 ¹⁰	1,042,868	408,158 ⁴	17,526	134,943	49,630	37,532	548,697	133,216	1,004,051	25,226,533
Low	304-47	1133	0	46 ⁴	147	84	37,453	10,638	601 ⁴	29,791	13,890	15,111	42,419	17,099	3243	57,412	3533	118,691
No.	304-47	50	50	44	37	51	51	50	47	47	32 ⁴	32 ⁴	45	51	51	51	42	42

1 As of third week, fall term, 1946. 2 Undergraduate and graduate combined. 3 Includes volumes in all libraries unless otherwise noted. 4 Excludes overnight loans and all loans of reserved books. 5 Total enrollment night loans unless otherwise noted. 6 Includes periodicals. 7 Not reported or not available. 8 Total enrollment during 2 sessions. 9 For fall term. 10 Central library and 3 branches only. 11 Includes 31,262 rental books. 12 Included in book figure. 13 Boulder libraries only except book stock which includes medical library in Denver. 14 1st term, 324; 2nd term, 304. 15 Overnight only. 16 Does not include built of reserve collection which is open shelf. 17 This university library, \$110,105. 18 Includes periodicals and binding. 19 1935 graduate and 1337 undergraduate. 20 1935 graduate and 1337 undergraduate. 21 600 full-time and 406 part-time. 22 361 full-time and 107 part-time. 23 1935 graduate and 1337 undergraduate. 24 College and professional. 25 6903 collected and 14700 uncollected. 26 Main library only. Includes student service. 27 Included in staff salaries. 28 No summer sessions. 29 Main library only. 30 Partial count. 31 1941 graduate and 1394 professional. 32 207 graduate and no undergraduate. 33 Excludes art and music libraries. 34 1st term, 527; 2nd term 444. 35 1st term, 504; 2nd term, 459. 36 Excludes capital costs and auxiliary enterprises, such as dormitories, athletics, etc. 37 Included in other expenses. 38 Corrected figure based on actual count. 39 Includes 2 junior colleges. 40 Binding included in other expenses. 41 Includes all other expenditures except unexpended balances, building maintenance and operating expenses, building sites, new buildings, and additions and alterations to buildings. 42 Includes professional schools. 43 Institute of foreign students. 44 Includes \$215,000 special appropriation only partially expended. 45 Excludes dental school. 46 Professional staff only. 47 Excludes dental school. 48 Professional staff only. 49 Includes subprofessional and clerical staff. 50 Equal to 600 on full-time basis. 51 Equal to 80 on full-time basis. 52 Not on expenditure; 2nd term, 35. 53 Includes books and periodicals only. 54 Includes books and periodicals only. 55 Includes books and periodicals only. 56 Includes books and periodicals only. 57 Average of 1945 and 1946. 58 10,160 full-time, 16,070 part-time. 60 341 full-time, 331 part-time. 61 In addition to regular staff.

College and University Library General Statistics (Group I)

Library Income Last Fiscal Year — Number of Employees in Full-Time Equivalent — Salary¹

Library	Income from Endowment Funds		Gifts	Other	Total	Professional	Subprofessional	Associate or Assistant Librarian	Clerical and Other	Total	Chief Librarian	Associate or Assistant Chief Librarian	Department Head	Professional Assistant	
	University Budget	Funds													
Alabama	\$200,850	\$1302	97	\$1780	\$204,129	34	1	1	4	39	\$4000	\$4650	4	\$2400	\$1900
Arizona	57,075	12,020 ²	431	52,075	230,423	293	11	1	1	131	6250	5000	34	2700	2900
Brown	165,964	14,065	2853	257,377	1,034,471	95	604	1	1	100	9600	5000	18	3120	6640 ²
California (Berkeley)	762,893	11,306	1559	86109	375,378	42	14	1	1	10	67	7500	4	4200	4440
California (Los Angeles)	363,409	21,061	2387	1488	144,565	23	5	1	1	12	41	3989	2	3180	3540
Cincinnati	108,079	32,661	1500	27,899	161,937	17	4	1	1	2	28	6000	10	2180	2530
Colorado	44,747	40	108	40	108	51	1	1	1	3	28	2800	5	2250	2500
Colorado A. & M.	132,650	88,150	1078	26,070	328,444	29	12	1	1	31	66	7800	7	1920	2400
Dartmouth	145,476	1078	490	33,481	148,644	37	19	1	1	17	461	5000	6	2700	3600
Duke	289,128	9104	490	33,481	332,203	37	19	1	1	11	71	5000	6	2200	2700
Emory	138,141	342,323	22,977	345,014 ²	110,220	12	3	1	1	81	354	3500	3	2900	3100
Harvard	276,618	110,220	291,500	60,000 ²	986,952	561	31	94	111	207	4902	3500	3	3397	3707
Howard (Washington, D.C.)	110,220	291,500	60,000 ²	429	266,075	214	13	1	1	22	67	10	16	2160	2418
Indiana	265,646	177,149	39,699	130,788 ²	176,449	15	18	1	1	17	52	6740	6	2258	3490
Iowa	177,149	39,699	130,788 ²	19,999 ²	141,859	21	4	1	1	7	384	3000	10	1350	2700
Iowa State	177,149	39,699	130,788 ²	19,999 ²	141,859	21	4	1	1	7	384	3000	10	1350	2700
Kansas	27,873	22,790	22,790	22,790	108	23	1	1	1	5	132	4500	161	2200	2600 ²
Kansas University Libraries	27,873	22,790	22,790	22,790	108	23	1	1	1	5	132	4500	161	2200	2600 ²
Kentucky	22,790	22,790	22,790	22,790	108	23	1	1	1	43	1300	9775	47	2256	2960
Louisiana State	22,790	22,790	22,790	22,790	108	23	1	1	1	8	384	5800	38	2800	3300
Michigan	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Minnesota	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Mount Holyoke	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
New Hampshire	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
New York	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
North Carolina	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
North Dakota	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Northwestern	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Ohio	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Oregon	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Oregon State	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Pennsylvania	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Pennsylvania State	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Pittsburgh	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Princeton	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Rochester	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
South	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
South Dakota State	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Southern Methodist	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Syracuse	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Texas	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Texas A. & M.	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Vassar	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Virginia State	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Washington (St. Louis)	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Washington (Seattle)	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Wayne	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Wellesley	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
Yale	22,790	22,790	22,790	22,790	108	23	1	1	1	3	18	10	10	1700	2500
High Median. Low. No.	792,893	342,323	190,939	345,034 ²	1,187,054	108	601	94	111	307	10,500	7150 ²	18	4584	6640 ²
	156,158	12,939	1386 ²	12,020	193,811	21	8	1	11	434 ²	6425 ²	5	2900	3500	
	19,550	10	65	19,580	10	1	1	1	1	3800	3192	2	1350	2700	
	47	27	30	35	10	1	1	1	1	4	10	1	1	1	1

1 Includes income from trust funds and invested funds specifically designated for library purposes. 2 Includes income from university library system but on separate budget. 3 Unexpended balance. 4 Includes \$50,965. 5 Includes \$231,652 unexpended balance. 6 Includes \$36,377 unexpended balance. 7 Includes \$139,401 unexpended balance. 8 Includes \$4346 unexpended balance. 9 Includes \$7405 unexpended balance. 10 Includes \$6,430 unexpended balance. 11 Not reported. 12 Includes \$7405 unexpended balance. 13 Central library only. 14 Includes \$6,430 unexpended balance. 15 Excludes archives staff and staff of art and music libraries. 16 Acting librarian. 17 Librarian. 18 Librarian. 19 Librarian. 20 Associate director, \$7405; assistant director, \$4165. 21 Balance of salary paid from budget of Central Library, Science, and the Arts. 22 \$375 additional as instructor in library science during academic year. 23 4 associate or assistant librarians; range, \$4300 to \$5000. 24 3 associate or assistant librarians; range, \$3650 to \$5000. 25 \$500 additional for summer school. 26 Includes \$51,831 unexpended balance. 27 Includes 14 professional staff members and 2 clerks not on central library budget. 28 Also director of libraries of Oregon State System of Higher Education. 1 of salary charged to central library office. 29 20% of salary of head order librarian and 10% of salary of head cataloger are charged to central library office. 30 Salaries as of June 30, 1947. 31 Associate librarian, \$5940; assistant librarian, \$5440. 32 Maximum figure is salary of director of Bancroft Library. 33 Salaries as of Feb. 1, 1948. 34 Director (line at \$1000). 35 All university librarians. 36 2 associate or assistant librarians. 37 Maximum figure is salary of director of Bancroft Library. 38 7 librarians of libraries in the system. \$2700 to \$3700; 4 associate or assistant librarians. 39 39 librarians of libraries on which high, median, and low are based. 40 Average of 2 median. 41 Includes \$33,618 unexpended balance. 42 Includes \$14,978 unexpended balance. 43 Includes \$1090 unexpended balance.

since. 43 Includes \$1000 unexpended balance.

College and University Library General Statistics (Group I)

Library	School, College, and Departmental Libraries				Salaries ¹				Number of Months for Which Salary Is Paid				Hours per Week Required of Each Full-Time Staff Member				Number of Days Allowed With Pay At: Annual Vacation				Substantial Leave	Rates of Pay for Student Service Mtn. Max.			
	Central Library Budget				All Departments ²				Professional				Professional				Professional								
	No.	Min.	Max.	No.	Min.	Max.	No.	Min.	Max.	No.	Min.	Max.	No.	Min.	Max.	No.	Min.	Max.	No.	Min.	Max.				
Alabama	4	\$2550	\$4500	10	\$1900	\$2800	1	\$1600	\$1700	12	12	12	40	40	40	24	24	24	12	12	5	None	35	50	
Arizona	3	2400	3000	23	1300	\$2400	29	1040	2500	12	12	12	39	39	39	26	26	26	12	12	7	None	40	70	
Brown	3	2700	4140	601	2220	3240	29	1040	2500	12	12	12	38	38	38	24	24	24	12	12	7	None	40	80	
California (Berkeley)	3	2760	4140	74	2640	3240	14	1960	2160	11	1920	2160	12	12	12	40	40	40	24	24	8	None	40	127	
California (Los Angeles) ^{1a}	5	2220	3840	14	1860	2480	5	1660	2240	13	1320	2880	12	12	12	40	40	40	24	24	8	None	40	115	
Cincinnati	10	1860	2480	5	1660	1800	5	1440	2220	12	12	12	40	40	40	26	26	26	13	13	9	None	40	60	
Colorado	2	1740	1740	4	1600	1800	5	1440	2220	12	12	12	40	40	40	26	26	26	13	13	9	None	40	70	
Colorado A. & M. ^{1a}	3	1920	2550	4	1620	1710	35	1320	2700	12	12	12	39	39	39	26	26	26	12	12	8	None	40	75	
Dartmouth	2	2400	2700	14	2200	2400	204	1320	1900	12	12	12	38	38	38	26	26	26	12	12	11	None	40	75	
Denison	21	2400	2700	6	1800	2700	3	1440	1860	12	12	12	39	39	39	24	24	24	12	12	15	None	40	75	
Denver	2	2000	3100	6	1800	2700	31	1440	1860	12	12	12	39	39	39	26	26	26	10	10	11	None	40	75	
Duke	5	2300	2900	1	1600	2000	31	1440	1860	12	12	12	39	39	39	24	24	24	12	12	11	None	40	75	
Georgia	5	2300	2900	1	1600	2000	31	1440	1860	12	12	12	39	39	39	24	24	24	12	12	11	None	40	75	
Harvard	1	3352	10	4	2181	2700	23	1100	1745	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Howard (Washington, D. C.)	13	1	10	1	1	10	31	1440	2400	12	12	12	39	39	39	24	24	24	12	12	11	None	40	75	
Indiana	1	3352	10	4	2181	2700	23	1100	1745	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Iowa	7	1600	2700	74	9	8	13	1320	1920	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Iowa State	1	3352	10	4	2181	2700	23	1100	1745	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Joint University Libraries	7	1600	2700	74	9	8	13	1320	1920	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Kansas	5	1600	2700	74	9	8	13	1320	1920	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Louisiana State ^{1a}	81	2640	3080	13	1980	2310	11	1380	2750	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Michigan	18	2440	4400	11	2060	3390	25	1920	2160	41	1560	3090	12	12	12	40	40	40	12	12	11	None	40	75	
Minnesota	8	2256	4152	6	2256	3120	12	1500	1800	6	1320	1500	12	12	12	39	39	39	12	12	11	None	40	75	
Mississippi	6	1800	2500	2	1600	2000	2	1600	2000	2	1600	2000	12	12	12	39	39	39	12	12	11	None	40	75	
Mount Holyoke	1	3352	10	4	2181	2700	23	1100	1745	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
New Hampshire	1	3352	10	4	2181	2700	23	1100	1745	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
New York	61	2100	3240	1	2400	3000	9	1680	2400	12	12	12	38	38	38	31	31	31	12	12	11	None	40	75	
North Carolina	3	2400	3600	2	2100	2400	7	1600	2100	204	1560	2560	12	12	12	37	37	37	18	18	6	None	40	75	
North Dakota	1	1400	2240	3	1200	1820	14	900	2300	12	12	12	39	39	39	26	26	26	10	10	10	None	40	75	
Northwestern	1	1400	2240	3	1200	1820	14	900	2300	12	12	12	39	39	39	26	26	26	10	10	10	None	40	75	
Oberlin	1	1400	2240	3	1200	1820	14	900	2300	12	12	12	39	39	39	26	26	26	10	10	10	None	40	75	
Oklahoma	1	1400	2240	3	1200	1820	14	900	2300	12	12	12	39	39	39	26	26	26	10	10	10	None	40	75	
Oregon State	1	1400	2240	3	1200	1820	14	900	2300	12	12	12	39	39	39	26	26	26	10	10	10	None	40	75	
Pennsylvania	1	2700	3600	2	2400	3400	13	1300	2015	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Pennsylvania State	4	2500	4000	2	2400	3400	13	1300	2015	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Pittsburgh	4	2500	4000	2	2400	3400	13	1300	2015	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Princeton ^{1a}	4	2550	3300	7	1900	2600	9	1404	1600	10	1248	1900	12	12	12	40	40	40	26	26	14	None	40	75	
Rochester ^{1a}	4	2550	3300	7	1900	2600	9	1404	1600	10	1248	1900	12	12	12	40	40	40	26	26	14	None	40	75	
South Dakota State	2	1800	2500	2	1600	2000	2	1600	2000	2	1600	2000	12	12	12	39	39	39	12	12	11	None	40	75	
Southern Methodist	20	1872	2532	9	1872	2292	9	1200	1320	13	1380	2772	12	12	12	40	40	40	26	26	10	None	40	75	
Syracuse	14	1872	2532	9	1872	2292	9	1200	1320	13	1380	2772	12	12	12	40	40	40	26	26	10	None	40	75	
Texas	24	1900	2640	2	1900	2100	5	1600	1800	12	1200	1620	12	12	12	39	39	39	12	12	11	None	40	75	
Temple ^{1a}	14	2200	4000	2	2400	3000	17	1248	1748	12	1248	1748	12	12	12	38	38	38	12	12	11	None	40	75	
Vassar	1	3352	10	4	2181	2700	23	1100	1745	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Virginia State	1	3352	10	4	2181	2700	23	1100	1745	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Washington (St. Louis)	4	2400	3400	9	1600	1800	8	1200	2000	864	1680	2700	12	12	12	40	40	40	26	26	14	None	40	75	
Washington (Seattle)	1	3352	10	4	2181	2700	23	1100	1745	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Wayne	1	3352	10	4	2181	2700	23	1100	1745	12	12	12	40	40	40	26	26	26	12	12	11	None	40	75	
Wellesley	3	1	10	1	1	10	31	1440	2400	12	12	12	39	39	39	24	24	24	12	12	11	None	40	75	
Yale ^{1a}	18	3874	4490	11	3640	3600	601	2535	3120	1201	2100	4000	12	12	12	43	43	43	41	41	24	None	80	137	
High	4	2350	3090	6	2181	2700	7	1560	2100	12	12	12	39	39	39	26	26	26	18	18	9	None	40	70	
Median	1	1400	1740	1	1740	2100	1	1000	1230	1	780	1400	12	12	12	37	37	37	14	14	4	None	30	50	
Low	33	29	26	19	17	15	39	32	30	49	41	39	46	45	46	44	37	38	45	42	None	39	39		

¹ Includes central library and school, college and departmental libraries. ² Not reported. ³ Staff having family rank. ⁴ Librarian and director of Bancroft Library, who hold professorship. ⁵ Public departments—38 hours. ⁶ 35 hours during summer and summer vacation. ⁷ 39 1/2 hours during summer seasons and summer vacation. ⁸ 10 1/2 hours during summer seasons and summer vacation. ⁹ 10 1/2 hours during summer seasons and summer vacation. ¹⁰ 10 1/2 hours during summer seasons and summer vacation. ¹¹ Librarian on same terms as teaching faculty. ¹² All professional libraries. ¹³ Working days for clerical. ¹⁴ 16 professional libraries. ¹⁵ Professional and nonprofessional are calendar days. ¹⁶ Working days for clerical. ¹⁷ Director allowed 1 year of library or higher on basis of 1 year with full salary. ¹⁸ Excludes 14 professional staff members and 2 clerks in 9 other departmental libraries and on central budget. ¹⁹ Professional and clerical get 1 day per month for 5 day week and 11 days per month for 5 day week. Department heads get an additional half day per month. ²⁰ 44 hours for clerical. ²¹ Librarian gets 1 year after each 7 years' service. ²² Subprofessional, 1 month; clerical, 2 weeks. ²³ Professional, 1 year in at full salary. ²⁴ Clerical, 3 months' service—1 week; 6 months' service—2 weeks; 3 years' service—3 weeks; 10 years' service—4 weeks. ²⁵ Same as teaching staff at Christmas, Thanksgiving and spring. ²⁶ 36 hours during July and August. ²⁷ Several special Saturdays in addition. ²⁸ Subprofessional and clerical, 2 weeks. ²⁹ 24 days for clerical. ³⁰ Staff having rank of assistant professor or above; 1 year on half salary or 4 months on full salary. ³¹ Staff members with rank of assistant professor or above; 9 months on full salary or 1 year on half salary. ³² 34 days during summer season. ³³ 2 weeks for less than 5 years' service; 3 weeks for over 5 years' service. ³⁴ 3 hours during Christmas vacation and 1 month during summer vacation. ³⁵ 14 days during summer vacation. ³⁶ 27 1/2 hours during university vacation. ³⁷ 25 hours during university vacation. ³⁸ Director only as professor in library school. ³⁹ Librarian and 3 research librarians. All year on half salary or 1 semester on full salary. ⁴⁰ 35 hours during all periods except regular session. ⁴¹ Salaries as of Jan. 1, 1945, unless otherwise noted. ⁴² Salaries as of June 30, 1947. ⁴³ 10 month basis. ⁴⁴ 44 hours for clerical. ⁴⁵ Clerical assistants. ⁴⁶ Salaries as of Feb. 1, 1948. ⁴⁷ 41 hours for clerical. ⁴⁸ 14 days for clerical. ⁴⁹ Number of libraries which high, median, and low are based. ⁵⁰ Average of 2 medians. ⁵¹ 36 hours during summer vacation. ⁵² 15 days for clerical.

College and University Library General

Library	Fiscal Year Ending	Student Enrollment Regular Session	Student Enrollment Summer Session	Faculty Members Regular Session	Faculty Members Summer Session	Book Stock	Circulation Volumes Lent for Home Use	Re-served Book Loans	Sta Y Salaries
Agnes Scott.....	30Je47	530	....	55	..	53,733	8277	.....	\$ 9680.40
Albion.....	30Je47	1063	....	70	..	66,991	38,127	4136	7500.00
Allegheny.....	1Jy47	1056	353	62	22	114,279	20,221	9976	11,119.46
Amherst.....	30Je47	1174	306	130	56	263,636	33,702	121,936	33,565.00
Augustana.....	30Jy47	947	250	82	17	18,946	5256	6363	4775.00
Baldwin-Wallace.....	30Je47	1557	778	69	..	48,980	29,837	11,423	10,611.86
Bates.....	30Je47	771	....	68	..	76,708	37,565	55,376	9243.39
Beloit.....	30Je47	920	....	79	..	143,918	9969	16,525	13,759.69
Birmingham-Southern.....	31Ag47	1481	790	65	55	62,477	15,607	15,077	12,509.50
Bowdoin.....	30Je47	966	655	69	60	216,308	19,809	28,835	20,078.00
Bryn Mawr.....	30Je47	659	....	77 ¹	..	200,374	31,816	8255	.....
Coe.....	31Ag47	803	413 ^{1a}	41	24	55,893	11,575	25,913	6300.00
Colby.....	30Je47	803	....	80	..	124,608	15,011	8455 ¹	14,943.34
Colorado.....	30Je47	1125	394	72	58	136,604	24,133	36,609	13,117.00
Concordia.....	30Je47	1102	131	54	12	33,713	9347	27,771	3896.59
Connecticut.....	30Je47	841	265	119	29	117,866	27,653	11,608	27,532.39
Denison.....	30Jy47	1189	....	73	..	113,833	28,828	16,181	20,543.40
Dickinson.....	30Je47	824	288 ^{1b}	63	19	77,994	14,581	11,657	8787.00
Earlham.....	30Je47	669	....	40	..	71,480	19,045	32,690	6617.09
Elmira.....	30Je47	393	....	51	..	57,997	6449	6077 ¹	7138.45
Emory and Henry.....	31Ag47	472	268	24	19	23,598	11,343	.....	2400.00
Fisk.....	1Jy47	916	199	59	12	92,819	30,600	52,105	19,725.69
Goucher.....	30Je47	607	....	78	..	86,380	20,382	19,748	18,845.44
Hamilton.....	30Je47	584	254	54	30	213,113	19,933	13,458	18,777.00
Haverford.....	31Ag47	503	....	54	..	172,029	26,546	4120 ¹	17,794.50
Hope.....	1Je47	1152	95	62	12	39,907	10,363	24,814	8300.00
Illinois Wesleyan.....	31Jy47	1159 ^{1a}	....	73	23	45,070	7150	33,587	5695.00
James Millikin.....	30Je47	1316	357	55	36	41,531	8210	24,236	7977.18
Junata.....	.....	.....	.....	75	..	75,716	12,606	19,790	11,345.00
Lawrence.....	30Je47	1041	....	75	..	45,931	36,292	27,173	15,312.90
Madison.....	30Je47	1068	464 ^{1c}	95	49	129,866	22,285	21,207	11,100.00
Marietta.....	31Ag47	1199	404	66	38	.....	.....	.....	.....
Michigan College of Mining and Technology.....	30Je47	1878	1278	108	108	47,332	4654	746	8714.17
Middlebury.....	30Je47	.....	.....	.....	.....	110,748	37,540	5564 ¹	.....
Mills.....	30Je47	688	346	97	55	95,203	24,103	9211 ¹	19,610.00
Morningside.....	31Jy47	1083	529	67 ¹	46	54,600	7179	10,293 ²	7599.94
Mount Union.....	30Je47	871	449	46	15	74,463	15,005	.....	6192.50 ¹
New Rochelle.....	15Je47	876	....	65	..	58,447	28,080	8380 ¹	6674.00
Parsons.....	31Ag47	406	300	25	21	25,829	9422	15,839	4612.50
Pomona.....	.....	.....	.....	73	..	65,739	14,964	5080 ¹	15,350.00
Randolph-Macon.....	30Ap47	713	....	73	..	84,396	27,256	23,038 ¹	11,610.61
Reed.....	30Je47	746	....	57	..	68,389	21,800	18,483 ¹	6114.25 ¹
St. Catherine.....	30Je47	810	290	85	26	89,188	16,109	30,935	9205.75
Seneca.....	30Je47	666	163	38	13	66,683	17,065	4056 ¹	12,953.22
Sweet Briar.....	30Je47	456	....	56	..	40,416	23,734	.....	11,230.00
Trinity, San Antonio, Tex.....	1Sep47	1549	780	101	57	41,421	75,060	5407 ¹	7119.29
Valparaiso.....	30Je47	1400	339	87	28	70,327	12,711	27,434	11,636.16
Wake Forest.....	30Je47	1448	843	60	49	68,769	8547	3422	9295.17
Washington and Jefferson.....	30Je47	1018	....	80	50	135,970	23,445	5755	14,237.00
Washington and Lee.....	30Je47	1259 ^{1a}	551 ^{1b}	74	28	.....	29,008	36,977	34,579.85
Wesleyan, Middletown, Conn.....	30Je47	965	....	113	..	35,117	19,759	35,169	6999.57
Westminster.....	31Jy47	1390	397	79	22	42,939	14,995	7557	6600.00
Willamette.....	30Je47	1110	236	66	39	195,859	17,923	4073 ¹	25,324.09
Williams.....	30Je47	1063	593	120	79	105,254	36,084	30,988	9875.00
Wooster.....	30Ap47	1245	341 ^{1d}	74	26	.....	.....	.....	.....
High.....	.....	1878	1278	130	108	263,636	75,060	121,936	34,879.85
Average.....	.....	973	440	70	36	88,440	20,697	20,113	12,245.95
Median.....	.....	966	337	69	29	70,994	19,759	15,839	10,611.82
Low.....	.....	393	95	24	12	18,946	4654	746	2400.00

1^a Second session, 265. 1^b Second session, 256. 1^c Second session, 294. 1^d Second session, 288. 2 Overnight only. 3 Included clerical assistance. 4 Included equipment. 5a Included in binding. 10 Included summer session. 11 Hall tributed by the Sisters of St. Joseph. 14 Does not include buildings, additions, and alterations to buildings. 15 Included law

General and Salary Statistics (Group II)

Library Operating Expenditures Last Fiscal Year							Library Expenditures for New Equipment	Library Grand Total (Including Maintenance When on Library Budget)	Total College or University Expenditures Last Fiscal Year
Student Service	Books	Periodicals	Binding and Rebinding	Supplies	Other	Total			
2235.00	\$ 7429.67	\$2376.86	\$1213.50	\$ 105.98	\$ 480.49	\$21,286.00		\$21,286.00	
2235.00	3524.00	1231.00	427.00	380.00		15,287.00		15,287.00	\$ 385,797.00
2889.65	4999.63	1692.09	562.90	989.99	47.08	22,300.80		22,300.80	508,805.41
2701.00	15,662.00	5252.00	2203.00	2206.00	1161.00	62,810.00	\$ 3297.00	66,107.00	1,183,634.00
607.00	4130.10	500.00	230.31	250.59		10,562.00		10,562.00	
	8554.93			1087.19		20,253.98		20,253.98	1,087,978.16
894.90	3582.39	1012.00	800.00	428.40	80.00	16,261.08		16,261.08	383,487.00
2545.52	3496.62	1920.64	1354.49	559.62	408.71	24,045.31	2294.86	26,329.87	447,728.85
2927.97	7216.14	1222.11	1748.74	814.03		26,438.49		26,438.49	
2986.00	8564.00	2993.00	1716.00	1248.00		37,585.00	1321.00	42,665.00	
	10,934.84	5072.85	3329.95	888.12	90.16	20,315.92		20,315.92	
1153.60	1445.06	812.17	435.73	454.25		10,600.81		10,600.81	383,056.87
2275.50	8063.93	1782.18	1316.78	764.62	259.63	29,406.00		29,406.00	
2584.00	2818.00	2125.00	1047.00	1660.00	33.00	23,366.00		23,366.00	475,931.00
1576.85	1698.92	569.81	206.90	410.29	808.17	9179.23	445.84	9625.07	271,511.00
1565.33	16,434.16			894.31	703.70	47,129.89	650.00	57,351.30	723,053.85
1865.21	8118.01	2679.65	1324.66	1054.31	458.30	33,043.54		33,043.54	614,219.00
0165.00	8839.72	1191.18	865.87	722.25		23,571.00		23,571.00	550,000.00
2399.81	1924.60	1507.63	661.39	331.28		13,351.80		13,351.80	494,917.44
1299.40	2810.42	787.04	342.94	343.71	36.29	12,668.25	87.35	12,755.50	420,037.82
1006.05	2311.39	1088.00	446.89			7252.33		7252.33	137,427.56
2618.00	5911.34		468.31		1763.34	30,486.98		30,486.98	507,162.45
722.30	5354.53		1224.66	880.22	269.47	27,296.62		27,296.62	202,973.00
1163.73	7167.81	3447.17	410.19	1462.63	97.36	32,524.58		32,524.58	575,557.45
602.18	7250.66		668.00	800.83	720.05	27,836.24		27,836.24	652,621.29
1907.85	2221.60	633.32	495.76	129.78	117.04	13,805.35	200.38	14,005.73	
1650.00	3000.00	1100.00	110.00	20.00	120.00	11,695.00		11,695.00	
1722.98	3947.68		675.62	280.59		14,604.05		14,734.85	417,410.06
875.00	2936.00	1592.00	482.00	427.00	228.00	17,885.00		17,885.00	516,000.00
264.73	5118.13	1312.63	1436.83	461.02	375.14	26,671.42		28,052.14	407,405.01
260.00	4556.28	1238.63	916.27	128.40	1081.09	21,160.67	3696.50	24,767.17	
	2572.23	2403.98	686.79		1772.38	16,149.55		16,149.55	779,408.34
1198.17	9502.79	1776.77	1806.76	125.00	350.00	34,369.49	100.00	34,469.49	684,463.00
2127.19	5518.81	925.95	504.34	953.72		17,629.95		17,629.95	353,881.00
1613.84	3120.48	1170.57	1192.27	247.03	176.67	13,713.38	218.41	13,931.79	186,629.92
2305.19	4477.84	409.79	1074.18	495.36	181.20	15,917.56		15,917.56	990,496.24
965.70	3565.30	746.96	31.63	298.95	55.10	10,276.14		10,276.14	
	3667.27	1035.22	138.15			20,190.64		20,190.64	
3119.10	9000.01			843.95	918.63	25,542.30		25,542.30	381,486.75
3095.90	3006.99	1219.70	600.36	584.92	60.27	15,282.39		15,282.39	497,930.23
1561.09	3543.02	1234.08	812.12	828.72		17,184.81		17,184.81	396,449.70
	4353.30	1499.09	600.92	598.70	92.18	20,097.41		20,097.41	303,102.97
3545.67	6495.19	1462.95	1075.50	555.81		24,385.12	5441.88	43,889.89	
3099.93	4584.40	1045.14	436.25	406.79	139.49	17,301.70	10,460.92	27,095.10	548,429.00
1777.50	2828.90	843.39	50.33	220.92	108.56	17,462.78	147.02	17,609.80	494,308.13
290.63	4616.32			806.02	62.89	15,674.03		15,674.03	469,004.99
	8450.00	1500.00	1000.00	530.00	851.40	26,588.40		26,588.40	331,368.00
3256.86	19,007.50			3455.20		63,299.41	826.39	64,125.80	1,290,163.00
9867.57	5467.31	976.35	250.15	326.90	108.92	16,796.77		16,796.77	377,000.00
1476.09	2133.00	1990.00	686.00	293.00	95.00	13,273.00		13,273.00	525,037.00
2517.32	9995.77	4160.11	2686.12	2114.95	4739.72	44,281.04		44,281.04	895,659.05
9012.17	3716.22	1434.37	700.46	509.83	65.11	19,313.16		19,313.16	642,474.07
3256.86	19,007.50	5252.00	3329.95	3455.20	4739.72	63,299.41	10,460.92	74,095.10	1,290,163.00
2193.49	5623.92	1652.64	884.70	716.82	516.56	22,411.74	2077.65	24,610.28	292,124.33
3050.00	4517.06	1312.65	686.79	554.81	181.20	20,144.03	738.20	20,222.31	494,308.13
290.63	1445.06	409.79	31.63	20.00	33.00	3351.80	87.25	7252.33	137,427.56

cluded telephone, postage. 4 Included under books. 5 Not included in library budget. 6 Included under Staff salaries. 7 Chapin of Librarian's salary charged to teaching account. 12 Includes administration and instruction only. 13 Includes services con-school students.

College and University Library General and Salary Statistics (Group II)

Library	Allocation from Institution Budget	Library Income Last Fiscal Year		Total	Professional and Administrative	Associate or Assistant Chief Librarian	Department Heads	Professional Assistants		Subprofessional and Clerical Assistants	
		Income from Endowment Funds	Gifts		Number of employees in Full-time positions	Chief Librarian	Min.	No.	Max.	No.	Max.
Ames Becht.	\$16,256.00		\$5000.00	\$21,256.00	3			2	\$2200.00	2	\$1250.00
Albion	15,300.00			15,300.00	3						
Allegheny	20,825.00	976.20	492.12	22,393.32	4						
Amherst	51,882.00	11,435.00	424.00	63,741.00	104			6	\$2200.00	3	\$1140.00
Augustana	64.51			64.51	2	\$2500.00					
Baldwin-Wallace					4						
Bates	13,360.34	2337.06		15,697.40	4			2	170.00	4	1320.00
Beloit	26,329.87			26,329.87	4			2	2100.00	2	1440.00
Birmingham-Southern	28,090.00			28,090.00	4			3	2100.00	14	900.00
Bowdoin	31,926.00	8938.00	1018.00	41,962.00	24			4	1500.00	3	1300.00
Bryn Mawr					7						
Coe	10,940.00			10,940.00	3						
Colby	29,406.00			29,406.00	3			1	2150.00	6	1170.00
Concordia	23,366.00			23,366.00	4			2	2100.00	2	1500.00
Concordia	5728.33			5728.33	1						
Connecticut	55,717.14	466.92	1006.97	57,191.03	13						
Dartmouth	31,338.00	212.55	83.50	32,434.05	9						
Dickinson	20,465.75	1865.10	625.14	22,956.99	6			3	2230.00	5	1230.00
Duquesne	11,540.00			11,540.00	2						
Elmira	17,600.38	677.50	10.00	18,287.88	24						
Emory and Henry	3700.00 ¹			3700.00	1						
Fisk	29,000.00			29,000.00	8						
Graceland	28,142.30	902.70	26.00	29,071.00	5			2	2230.00	4	1700.00
Hamilton	22,028.29	7818.44	280.40	30,127.13	6			3	2100.00	6	1200.00
Haverford	14,387.65	699.88	619.00	15,696.53	3			4	2150.00	3	1700.00
Hopkins	8500.00		42.25	8542.25	2						
Illinois Wesleyan					2						
James Millikin	16,030.00			16,030.00	4			1	900.00 ²	1	1500.00 ³
Junata					1						
Lawrence	17,582.00			17,582.00	2						
Lawrence	28,052.14			28,052.14	4			3	1800.00	2	500.00
Marquette	21,110.00	3637.17		24,747.17	4						
Michigan College of Mining and Technology					2						
Middlebury					2						
Mills	20,314.50			20,314.50	7						
Morningside	15,010.00			15,010.00	2						
Mount Union	11,247.00			11,247.00	4			2	1500.00 ⁴	1	1000.00
New Rochelle	14,822.76	560.46	44.11	15,427.33	4			2	1500.00 ⁵	3	1320.00
Parsons	9993.50			9993.50	3			2	1300.00	1	1152.00
Pennsylvania					7			1	2100.00		
Randolph-Macon	20,350.00			20,350.00	4						
Reed	23,259.74			23,259.74	4			3	2100.00 ⁶	2	1600.00 ⁷
St. Catherine	13,090.00			13,090.00	4			1	1440.50		
Siena	15,988.63	1198.13		17,186.76	3			2	1900.00	3	1500.00
Sweet Briar	20,400.00			20,400.00	3			2	1800.00	1	1456.00
Trinity	17,029.29			17,029.29	3			1	2400.00	1	1800.00
Valparaiso	19,654.30			19,654.30	3			1	2081.50	1	1397.00
Wake Forest	17,757.50			17,757.50	3			2	2100.00	3	720.00
Washington and Jefferson	13,567.37			13,567.37	10			2	2100.00	3	1350.00
Westminster	17,780.00			17,780.00	3			2	2100.00	3	1350.00
Wesleyan, Middletown, Conn.	41,614.82	116.40		41,731.22	3			2	2100.00	1	1500.00
Williamette	13,635.00			13,635.00	2			2	2100.00	3	1350.00
Williams	43,460.89			43,460.89	5			3	2100.00	2	1420.00
Worcester	19,275.00			19,275.00	3			2	2100.00	2	1420.00
High	55,717.14	18,345.14	8.38	74,070.66	10			4	3200.00	7	1800.00
Median	18,521.25	1064.21	392.00	20,377.46	4			2	2150.00	2	1320.00
Low	3700.00	116.40	10.00	3826.40	1			1	1500.00	1	500.00

1 Includes summer salary. 2 Plus \$200 bonus. 3 Plus \$100 bonus. 4 Plus 8 per cent bonus. 5 10 months. 6 Plus \$200 bonus. 7 Plus \$150 bonus. 8 Religious services contributed by Sisters. 9 Includes library fees. \$4416. 10 1/2 times. 11 \$5 per student. 12 Not included in library budget. 13 Evaluation of a prison contributed by Sisters of St. Joseph. 14 Salary on Mar. 31, 1948. 15 Salary as of Jan. 1, 1948, unless otherwise noted.

Teachers College and Normal School

Library	Fiscal Year Ending	Student Enrollment		Faculty Members		Graduate Work	Circulation Volumes		
		Regular Session ¹	Summer Session ²	Regular Session	Summer Session		Book Stock ³	Lent for Home Use ⁴	Reserved Book Loans ⁵
Alabama, Jacksonville, State Teachers College.....	17Ag47	965	901	62	40	No	20,539	17,318	39,318
Arizona, Flagstaff, State College.....	30Je47	653	553	38	44	Yes	31,215	35,980	14,907
Georgia, Collegeboro, Teachers College.....	30Je47	606	580	46	45	No	36,165	24,388	24,938
Illinois, Charleston, Eastern Illinois State College.....	31My47	1367	668	123	68	No	66,146	46,316	64,207
Illinois, DeKalb, Northern Illinois State College.....	30Je47	1442	658	86	51	No	64,925	45,960	49,415 ¹⁰
Iowa, Cedar Falls, State Teachers College.....	30Je47	2469	2452	103	145	Yes	143,635	58,066	129,499
Kansas, Emporia, State Teachers College.....	30Je47	1153	1095	133	133	Yes	93,578	.....¹⁰	.....¹⁰
Kansas, Pittsburg, State Teachers College.....	30Je47	1753	1459	127	127	Yes	74,560	21,303	32,217
Kentucky, Bowling Green, Western Kentucky Teachers College.....	16Ag47	1817	1564 ⁷	99	101	Yes	76,454	31,390	92,036
Kentucky, Murray, Murray State Teachers College.....	30Je47	1487	633	98	91	Yes	38,324	40,513	12,537
Maryland, Frostburg, State Teachers College.....	30Je47	238	125	23 ¹	11 ¹	No	19,270	24,138	13,501
Maryland, Towson, State Teachers College.....	30Je47	455	100	40	12	No	36,679	80,611	3709 ¹⁰
Michigan, Kalamazoo, Western Michigan College of Education.....	30Je47	4465	1557	250	250	Yes	67,200	38,520 ¹¹	33,518
Minnesota, Bemidji, State Teachers College.....	30Je47	575	292	56	23 ¹⁰	No	23,636	22,131	19,358
Minnesota, Mankato, State Teachers College.....	1J47	974	508 ¹⁰	55 ¹¹	38 ¹⁰	No	29,721	27,520	61,964
Minnesota, Moorhead, State Teachers College.....	30Je47	666	337	58	36	No	25,402	19,301	31,064
Minnesota, Winona, State Teachers College.....	30Je47	561 ¹⁰	274 ^{10-12b}	50 ¹⁰	15 ¹⁰	No	34,255	24,025	26,679
Mississippi, Cleveland, Delta State Teachers College.....	30Je47	483	449	45	37	No	18,205	18,837	5929 ¹⁰
Missouri, Cape Girardeau, Southeast Missouri State College.....	30Ap47	1288	945	77	83	No	88,744	19,382	.....¹⁰
Missouri, Warrensburg, Central Missouri State College.....	30Je47	931	1213	60	71	Yes ¹⁰	74,106	42,549	42,549
Nebraska, Kearney, State Teachers College.....	30Je47	663	769	58	60	Yes	43,486	.....¹¹	.....¹¹
Nebraska, Peru, State Teachers College.....	30Je47	292	439	46	.....¹¹	Yes	53,409	26,268	.....¹⁰
New Hampshire, Keene, Teachers College.....	1946-47	416	238	48	26	No	26,058	9390	16,538
New York, Albany, State College for Teachers.....	31Mr47	1318	819	115	45	Yes	46,098	37,950	36,627
New York, Genesee, State Teachers College.....	31Mr47	454	235	56	17	No	34,738	25,451	3300 ¹⁰
North Carolina, Greenville, East Carolina Teachers Coll-ge.....	30Je47	1222	.....¹³	89	.....¹³	Yes	61,256	34,162	36,841
North Dakota, Minot, State Teachers College.....	30Je47	614	515 ¹¹	50	46	Yes	29,549	23,935	34,065
North Dakota, Valley City, State Teachers College.....	30Je47	335	485	48	48	No	36,686	13,417	1249 ¹⁰
Oklahoma, Alva, Northwestern State College.....	30Je47	559	221	34	34	No	24,762	5978	1048 ¹⁰
Oregon, Ashland, Southern Oregon College of Education.....	30Je47	493	210 ¹⁰	36	22 ¹⁰	No	20,358	43,085	14,318
Oregon, LaGrande, Eastern Oregon College of Education.....	30Je47	623	223 ¹¹	39	18	No	25,482	30,048	20,617
Oregon, Monmouth, College of Education.....	30Je47	468	598	28 ¹	24 ¹	No	42,605 ¹⁰	32,654	30,459
Pennsylvania, West Chester, State Teachers College.....	31My47	1612	740 ¹⁰	94 ¹⁰	52 ¹⁰	No	47,983	44,265	19,972 ¹⁰
South Dakota, Aberdeen, Northern State Teachers College.....	30Je47	662	777	45	43	No	29,876	15,553	5560 ¹⁰
South Dakota, Spearfish, Black Hills Teachers College.....	30Je47	286	413 ¹⁰⁻¹⁴	31	32 ¹⁰⁻¹⁴	No	24,448	13,860	22,586
Texas, Commerce, East Texas State Teachers College.....	31Ag47	1656	2540	103	105	Yes	92,106	26,778	63,042
Texas, Denton, North Texas State Teachers College.....	31Ag47	3803	3491	239	190	Yes	175,787	132,370	9727 ¹⁰
Texas, Huntsville, Sam Houston State Teachers College.....	31Ag47	1821	1613	114	88	Yes	81,110	68,937	47,335
Virginia, Farmville, State Teachers College.....	30Je47	883	372	62	36	No	50,084	22,500	.....¹⁰
Wisconsin, Milwaukee, State Teachers College.....	31Ag47	1714	1492	112	85	Yes	73,882	51,178	48,592
Wisconsin, Oshkosh, State Teachers College.....	30Je47	894	872	59	42	Yes	38,682	18,318	56,045
High.....		4465	3491	250	250	...	175,787	132,370	129,499
Median.....		883	589	58	45	...	38,682	26,778	25,808 ¹
Low.....		238	100	28 ¹	11 ¹	...	18,205	9390	1048

¹ As of third week, fall term, 1946; includes graduate students. ² Includes graduate students. ³ Includes volumes in all agencies. ⁴ Excludes overnight loans and all loans of reserved books except where the contrary is indicated by footnote. ⁵ Includes overnight loans, except where the contrary is indicated by footnote. ⁶ Excludes capital outlay and auxiliary enterprises such as dormitory, athletics, etc. ⁷ Approximate number. ^{8a} - & Figure given here is for 1st session; if 2 sessions, 2nd session had (a) 12; (b) 317; (c) 28; (d) 117; (e) 6; (f) 609; (g) 97; (h) 17; (i) 128; (j) 210; (k) 20. ^{9a} Figure given here is for regular summer session; pre-session, 524; post-session, 413. ^{9b} Figure given here is for 2nd semester; 1st semester, 89. ^{9c} Figure given here is for regular summer session; pre-session, 35; post-session, 29. ¹⁰ In summer session only. ¹¹ Excludes 3 part-time faculty members. ^{12a-c}

Library General and Salary Statistics

Library Operating Expenditures Last Fiscal Year									Total College or Normal School ex- penditures Last Fiscal Year ^a
Staff Salaries	Student Service	Books	Periodicals	Binding and Rebinding	Equip- ment	Supplies	Other	Total	
\$ 3500.00	\$1424.16	\$2445.18	\$ 840.38	\$ 63.05	\$.....	\$ 287.40	\$.....	\$ 8560.17	\$ 269,643.68
3740.92	383.62	1796.10	663.45	761.59	.....	124.05	5.00	7474.73	.....¹³
5875.00	2112.00	2256.00	.....¹⁵	563.00	.....	236.00	250.00	11,232.00	116,911.00
19,416.25	4742.13	3352.63	1520.32	1393.86	.....	1221.52	.....	31,646.71	711,463.04
16,707.46	2297.65	5414.55	1109.84	1000.00	.....	.....	526.54	27,056.04	768,257.00
21,298.56	7212.25	8620.72	2896.66	1064.93	.....	1560.42	.....	42,653.54	.....¹³
24,661.00	5895.00	3662.00	2390.00	539.00	378.00	425.00	123.00	38,073.00	688,198.00
10,687.63	5321.91	4882.85	2837.97	1446.98	15,785.08 ¹⁵	650.87	.....	41,623.29	618,942.00
19,420.75	5941.55	1352.73	640.04	227.80	233.12 ¹⁶	.....	.....	27,582.87	459,715.00 ¹⁷
8592.13	1822.20	9452.87	.....¹⁸	214.30	.....	225.41	.....	20,306.91	.....¹³
6096.60	340.90	772.59	555.56	47.61	222.00	88.33	23.62	8047.33	115,622.00
9665.80	470.25	1408.27	600.00	31.43	.....	133.61	.....	12,309.36	235,671.00
26,090.00	6081.60	7704.00	1094.85	1028.94	470.82	1281.33	.....	44,351.54	1,393,069.00
8320.48	765.00	2698.67	735.16	635.59	.....	104.00	.....	13,258.90	189,555.00
7874.20	1242.61	1976.32	601.23	377.03	.....	272.98	.....	12,344.37	353,258.09
6775.00	1739.27	2065.91	668.93	244.75	.....	465.42	.....	11,959.28	323,649.43
5828.56	1649.18	2196.22	941.55	381.53	.....	131.17 ¹⁷	125.00 ¹⁸	11,253.21	109,947.00 ¹⁹
5700.00	1370.00	3373.51	875.46	1074.43	.....	83.24	602.97 ²⁰	13,079.61	157,591.42
13,024.00	2228.00	3538.37	946.37	434.00	14.01	470.34	181.54	20,736.63	677,376.00
11,570.00	3069.00	2746.00	1355.00	375.00	.....	326.00	.....	19,441.00	500,305.00
5934.71	2470.86	5125.04	805.89	484.00	.....	105.04	.....	11,925.54	295,044.94
4735.16	691.60	2145.00	573.95	376.53	.....	75.45	3197.98 ²¹	11,795.67	248,563.66
3648.75	143.10	4322.29	350.49	25.00	.....	50.00	50.00	8589.63	.....¹³
24,538.56	214.00	4004.10	1069.69	1024.37	308.40	337.47	19.37	31,575.96	691,356.26
9450.00	.....²²	1500.00	500.00	515.00	.....	105.07	.....	12,160.07	.....¹³
10,751.07	3441.25	7635.99	843.65	1001.12	230.44	620.68	.....	24,524.20	383,867.49
5300.00	1420.00	2107.40	689.34	260.37	.....	303.58	.....	9777.15	307,732.00
6465.00	.....²³	2109.41	785.45	.....²⁴	.....	138.93	.....	9408.79	.....¹³
2740.00	1211.00	3080.63	506.47	1995.97	.....	344.13	.....	9878.20	187,087.65
5305.45	513.15	1823.78	598.22	530.42	154.27	269.64	188.50	9383.43	137,214.17
5550.10	1271.11	2304.74	784.16	1138.39	345.34	288.22	251.61	11,933.67	188,000.00
3859.40	1855.53	1706.63	576.00	229.20	27.60	226.75	169.91	8651.05	171,276.76
13,811.67	2240.70	4284.95	1306.06	250.00	100.00	249.25	.....	22,332.63	880,127.00
4200.00	1833.00	1721.00	780.00	288.00	1600.00	75.00	18.03	10,515.00	324,113.00
2087.50	2023.39	1215.61	128.41	286.39	121.75	.....	11.00	5874.05	.....¹³
12,974.74	8481.56	2898.34	946.60	.....²⁵	.....²⁶	1678.97	.....	23,980.22	605,983.49
34,431.08	20,471.35	21,055.44	3072.35	2118.22	1296.17	.....	3063.21 ²⁷	85,507.82	.....¹³
19,000.00	4304.00	2500.00	894.00	154.00	.....	280.00	268.00	27,400.00	793,303.28
9772.16	2946.53	2540.80	1674.88	680.90	.....	245.87	.....	17,661.14	550,975.00
16,600.00	500.00	5700.00	650.00	.....²⁸	.....	200.00	.....	25,650.00	495,704.00
8060.00	582.89	8557.00	514.10	.....	.....	120.36	.....	17,834.35	278,895.00
34,431.08	20,471.35	21,055.44	3072.35	2118.22	15,785.08	1678.97	3197.98	85,507.82	1,393,069.00
8320.48	1833.00	2500.00	785.45	484.00	233.12	245.87	175.74	13,069.61	343,113.00
2087.50	143.10	772.59	128.41	25.00	14.01	50.00	5.00	5874.05	115,622.00

Excludes students and faculty engaged in in-service education; number engaged in in-service education is (a) 54; (b) 49; (c) 3. ¹³ Not reported. ¹⁴ Figures for 1947 summer session. ¹⁵ Includes statistics for records and music for choir and orchestra. ¹⁶ No record kept. ¹⁷ Circulation figures for September to June only. ¹⁸ Use in building only. ¹⁹ Overnight use only. ²⁰ Not kept separately from records of volumes lent for home use. ²¹ Not paid from library funds. ²² Included with expenditures for books. ²³ Included with expenditures for supplies. ²⁴ Includes new stacks. ²⁵ Bought from linen. ²⁶ Includes expense for maintenance. ²⁷ Includes expenditures for supplies. ²⁸ Excludes \$70,000 veterans' tuition. ²⁹ Not counted in computing median. ³⁰ Included with expenditures for periodicals.

Teachers College and Normal School

Library	Library Allocation from Institution Budget	Income Last Fiscal Year		Number of Employees in Full-Time Equivalent		Admin. or Office Assts.	Number of Employees in Full-Time Equivalent	
		Other ¹	Total	Profes- sional	Subpro- fessional		Clerical and Others	Total
Alabama, Jacksonville, State Teachers College.....	1	1	1	2	..	..	..	2
Arizona, Flagstaff, State College ^b	\$ 7474.73	\$ 2551.00	\$10,025.73	2	..	..	..	2
Georgia, Collegeboro, Teachers College ^{ab}	12,600.00	..	12,600.00	2	1	..	..	2
Illinois, Charleston, Eastern Illinois State College.....	31,646.71	..	31,646.71	6	..	..	..	6
Illinois, Decatur, Northern Illinois State College.....	16,610.74	77.50	16,688.24	6	..	..	1	7
Iowa, Cedar Falls, State Teachers College ^{cd}	47,130.00	..	47,130.00	7	..	..	1	8
Kansas, Emporia, State Teachers College.....	1	356.00	356.00	7	..	1	..	8
Kansas, Pittsburg, State Teachers College ^{ab}	19,789.65 ^e	23,431.60	46,220.65	4	..	..	..	4
Kentucky, Bowling Green, Western Kentucky Teachers College..	27,582.87	..	27,582.87	8	1	..	1	10
Kentucky, Murray, Murray State Teachers College ^{ab}	20,306.91	..	20,306.91	3	..	1	..	2
Maryland, Frostburg, State Teachers College.....	7783.24	264.00	8047.33	1	1	..	..	2
Maryland, Towson, State Teachers College ^{ab}	12,309.36	253.03	12,542.39	4	..	..	1	5
Michigan, Kalamazoo, Western Michigan College of Education ^{ab} ..	38,157.88	6193.66	44,351.54	8	2	1	1	12
Minnesota, Bemidji, State Teachers College ^{ab}	1	336.35	336.35	2	1	..	..	3
Minnesota, Mankato, State Teachers College.....	11,959.28	..	11,959.28	3	..	..	..	3
Minnesota, Moorhead, State Teachers College.....	11,253.21	112.65	11,365.86	2	..	..	..	2
Minnesota, Winona, State Teachers College.....	9242.00	4248.61	13,490.61	2	..	..	..	2
Mississippi, Cleveland, Delta State Teachers College.....	20,168.00	568.73	20,736.63	5	..	..	..	5
Missouri, Cape Girardeau, Southeast Missouri State College.....	19,066.00	375.00	19,441.00	3	2	..	1	6
Missouri, Warrensburg, Central Missouri State College.....	3345.00	1543.93 ^{ab}	4888.93	2	..	..	..	2
Nebraska, Kearney, State Teachers College ^{ab}	9356.00	1928.19 ^{ab}	11,284.19	2	..	..	..	2
Nebraska, Peru, State Teachers College.....	1	174.70	174.70	2	..	..	..	2
New Hampshire, Keene, Teachers College ^{ad}	31,575.96	17.31 ^{ab}	31,593.27	6	1	..	1	8
New York, Albany, State College for Teachers.....	2000.00	..	2000.00	2	..	..	..	2
New York, Geneseo, State Teachers College.....	24,524.00	..	24,524.00	4	1	..	..	5
North Carolina, Greenville, East Carolina Teachers College.....	9104.50	672.65	9777.15	2	..	..	..	2
North Dakota, Minot, State Teachers College ^{ab}	1	..	1	2	1	..	..	3
North Dakota, Valley City, State Teachers College.....	6594.06	..	6594.06	1	..	..	..	1
Oklahoma, Alva, Northwestern State College ^{ab}	9104.45	34.95 ^{ab}	9139.40	1	1	..	..	2
Oregon, Ashland, Southern Oregon College of Education ^{ab}	10,799.60	..	10,799.60	2	..	..	..	2
Oregon, LaGrande, Eastern Oregon College of Education.....	8472.99	..	8472.99	2	..	..	..	2
Oregon, Monmouth, College of Education.....	1	..	1	3	..	..	1	4
Pennsylvania, West Chester, State Teachers College.....	3900.00	5271.00 ^{ab}	8871.00	1	1	..	..	2
South Dakota, Aberdeen, Northern State Teachers College.....	1	2820.10 ^{ab}	2820.10	1	..	..	..	1
South Dakota, Spearfish, Black Hills Teachers College ^{ab}	23,980.22	..	23,980.22	5	..	..	..	5
Texas, Comstock, East Texas State Teachers College ^{ad}	83,212.57	2295.25	85,507.82	14	..	..	..	14
Texas, Denton, North Texas State Teachers College.....	27,409.00	..	27,409.00	4	..	..	1	5
Texas, Huntsville, Sam Houston State Teachers College ^{cd}	17,661.14	..	17,661.14	3	..	..	1	4
Virginia, Farmville, State Teachers College.....	23,650.00	..	23,650.00	5	..	..	1	6
Wisconsin, Milwaukee, State Teachers College ^{ad}	18,444.00	..	18,444.00	2	1	..	..	3
Wisconsin, Oshkosh, State Teachers College ^{ab}.....	..	..	..	..	..	..	..	..
High.....	83,212.57	23,431.60	85,507.82	14	2	1	3	14
Median.....	16,610.74	672.65	16,688.24	2	1	1	1	3
Low.....	2000.00	38.09	2000.00	1	1	1	1	1

1 Not reported. 2 No separate budget for library. 3 Library is not budgeted. Salaries are approved by State Board and supplies are purchased on recommendation of librarian. 4 Excludes fines and petty cash receipts if not retained by library. 5a-1 Excludes balance from previous year; when such balance exists, amount was (a) 3214.92; (b) 1555.60; (c) 20.78; (d) 3284.14; (e) 608.23; (f) 1134.07; (g) 504.76; (h) 3548.00; (i) 27.55. 6 Excludes 2 additional persons who give full time to teaching in library school. 7 Excludes 1 part-time summer employee. 8 Includes one staff member on leave. 9a-1 Excludes additional summer salary; when summer salary is additional, amount is (a) Approx. \$ annual salary; (b) 428.57; (c) 414.28; (d) 500.00; (e) 200.00 for 3 weeks in summer; (f) 689.64; (g) 400.00; (h) 1100.00; (i) 880.00. 10 Figures not reported. Librarian died April 1947. 11 Librarian

Library General and Salary Statistics

Associate or Assistant Chief Librarian ¹²				Professional Assistants All Departments ¹⁴				School, College, and Departmental Libraries Central Library Budget				Sub-Professional All Departments				Clerical, Administrative Assistants and Others All Departments			
Chief Librarian ¹²	Associate or Assistant Chief Librarian ¹³	Department Heads		Departments ¹⁴		Professional Assistants		Department Head		Professional Assistants		Sub-Professional All Departments		Clerical, Administrative Assistants and Others All Departments					
No.	Min.	Max.	No.	Min. ¹⁵	Max. ¹⁵	No.	Min.	Max.	No.	Min.	Max.	No.	Min.	Max.	No.	Min.	Max.		
\$3300	\$2000	..	..	..	..	..	..	..	1	\$3018	..	1	\$2400	..	..	..	..
2700	..	..	..	..	..	..	..	..	1	2400	..	..	..	..	..	..	..
5390	..	3	\$3575	\$3740.00	..	..	..	2	3575	\$3740	..	..	\$900.00	..	..	..	..
4400	..	..	..	..	4	\$3176	\$3685	..	..	..	1	3685	..	..	1	\$ 770.00	..
3550	..	6	2700	2800.00	1	1200	..	..	..	..	..	..	..	..	1	1260.00	..
3600	..	6	2340	2560.00	3	2550	3100	..	..	..	..	..	..	..	1	1596.00	..
..	..	3	..	..	1 ¹⁵	..	..	1	..	..	1	..	1	..	1	1500.00	\$1500.00
..	..	2	2820	3000.00	..	..	..	..	..	..	..	..	..	..	..	..	..
3500	..	..	..	..	3	2310	2750	..	..	..	1	2750.00	..	..	1	700.00	..
3500	..	..	..	..	7	2300	2800	..	..	..	2	1500.00	1720	2	1440.00	1500.00	..
4500	..	..	..	..	..	..	..	1	2300	..	1	2000.00	..	..	..	..	..
3300 ¹⁶	3200 ¹⁶	..	..	..	..	..	..	..	..	..	1	1230.00	..	..	..	..	..
3300 ¹⁶	..	..	..	..	2	2600 ¹⁶	..	..	..	..	..	..	..	..	..	..	..
3100 ¹⁶	3000 ¹⁶	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3300 ¹⁶	2400 ¹⁶	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4392	4248 ¹¹	..	..	..	3	1908	2760	..	1	3021 ¹⁵	..	..	..	..	..	..	..
3600	..	..	..	..	2	2820	3420	..	..	..	2	1250.00	2400	1	2160.00	..	..
2900	2700	..	..	..	..	..	..	..	..	..	..	..	..	..	..	334.71 ¹⁸	..
2940	2700	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2055 ¹⁶	2055 ¹⁶	..	..	..	..	..	..	..	..	..	1	120.00 ^{16, 19}	..	..	..	..	..
4560	3540	..	..	..	4	2400 ¹⁴	3009	1	3363	..	1	2016.00	..	..	1	1720.00 ¹⁴	..
4560	3560 ¹⁶	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1755.00
4320	..	..	..	..	3	2760	3240	..	..	..	1	1350.00	..	..	..	..	..
2820	2520	..	..	..	..	..	..	1	2300	..	1	2300	..	..	..	..	..
2400	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3300	..	..	..	..	..	..	..	..	..	..	1	1540.00	..	..	..	..	..
3800	2800	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3800	3000	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4138 ¹⁷	3984 ^{16c-17b}	..	..	..	..	..	..	..	..	..	..	..	..	1	1963.00 ^{17b}	..	..
2400	..	..	..	..	..	..	..	..	..	..	1	1800.00	..	..	..	..	..
3150	..	4	2310	..	..	..	..	..	..	..	..	..	..	..	..	..	..
..	3600	5	3200	..	5	2700	3200	1	3600	..	1	2700	..	..	..	..	..
3300 ¹⁸	2640 ¹⁸	..	..	..	2	1800	..	..	..	..	..	..	..	..	..	720.00 ¹⁸	..
3840	..	2	2160	2563.00	..	..	..	..	..	..	..	..	..	1	1248.00	1290.40	..
3700	..	..	..	..	3	2600	3300	1	2900	..	..	..	..	1	1300.00	..	..
3500	..	..	..	..	1	2400	..	..	..	..	1	2160.00	..	..	..	..	..
5390	3984	6	3575	3740.00	7	3176	3685	2	3600	3740	1	3685	2	2750.00	2400	2	2160.00	1500.00	
3500	2900	3	2520	2681.50	3	2550	3150	1	2900	..	1	1800.00	..	1	1500.00	1395.00	..		
2055	2000	2	2000	2100.00	1	1200	2750	1	1512	3740	1	1800	1	900.00	1720	1	700.00	1290.00	

emerita—half-time. 12a 2 assistant librarians; figure given is maximum; minimum is \$2025.00. 12b 2 assistant librarians; figure given is maximum; minimum is \$3676.00. 13 Teacher of library science. 14 Salary for 12 months. 15 1/2 this amount for half-time service. 16 Salary for 3 weeks summer work. 17a Figure given is for additional clerical work in summer. 17b \$120 additional for clerical work in summer. 18 Additional summer salary not included when computing median if summer salary is separate from salary total given. 19 Not counted in computing median. 20 Figures as of Jan. 1, 1948, except when indicated by footnote. 20a-e (a) Figures as of Jan. 1947; (b) As of June 1947; (c) As of July 1947; (d) As of Aug. 1947; (e) As of September 1947. 21 Central library only. 22 Confidential. 23 part-time employees.

Teachers College and Normal School Library General and Salary Statistics

Library	Student Services Last Fiscal Year		Number of Months for Which Salary Is Paid		Hours per Week Required of Each Full-Time Staff Member		Number of Days Allowed with Pay		Subprofessional Leave
	Total Hours for Year	Rate per Hour	Professional	Subprofessional	Professional	Subprofessional	Professional	Subprofessional	
Alabama, Jacksonville, State Teachers College	36774	\$ 25	12	..	40	..	0	..	None
Arizona, Flagstaff, State College ^{a,b}	7674	30	12	..	40	..	20	..	None
Georgia, Collegeboro, Teachers College ^b	7040	40	12	..	40	..	48	..	None
Illinois, Charleston, Eastern Illinois State College	11,264	30	11	..	39	..	None	..	Professional ¹³
Illinois, DeKalb, Northern Illinois State College	..	50	11	11	35	20	24-26	..	Professional ¹³
Iowa, Cedar Falls, State Teachers College ^a	18,213	40	12	12	36	44	26	104	None
Iowa, Des Moines, State Teachers College ^a	16,342	35	11	12	40	44	27	20	None
Kansas, Pittsburg, State Teachers College ^b	12304 ¹	..	12	12	44 ^a	..	22	5	Professional ¹³
Kansas, Emporia, State Teachers College ^b	6500 ¹	..	12	12	44 ^a	..	31	7 ¹	None
Kentucky, Bowling Green, Western Kentucky Teachers College	6074	30	12	12	40 ^b	40 ^b	15	23	None
Kentucky, Murray, State Teachers College	602.4	50	12	12	40 ^a	..	50 ¹	..	None
Maryland, Towson, State Teachers College ^b	1000	50	12	12	40 ^a	..	33 ^a	..	None
Michigan, Kalamazoo, Western Michigan College of Education ^b	12,163	50	10 ^a	12	40 ^a	40 ^a	35 ^a	..	None
Minnesota, Bemidji, State Teachers College ^b	15350	50	9	..	40 ^a	..	24	40 ^a	All staff
Minnesota, Mankato, State Teachers College	2505	45	9 ^b	9 ^b	38	..	14	..	Professional ¹⁴
Minnesota, Moorhead, State Teachers College	10	45	9 ^a	..	40	..	..	..	Professional ¹⁴
Minnesota, Winona, State Teachers College	3794 ¹	50	10 ^a	..	43 ¹	..	..	..	Professional ¹⁴
Mississippi, Cleveland, Delta State Teachers College	28530	30	12	..	38	..	61	..	None ¹⁵
Missouri, Cape Girardeau, Southeast Missouri State College	7425	40	12	12	44	..	30	15	None ¹⁵
Missouri, Warrensburg, Central Missouri State College	8619	35	12	12	42 ^b	..	11	42 ^b	Professional ¹⁵
Nebraska, Kearney, State Teachers College ^b	4941 ¹	50	12	..	38	..	30	26	None
Nebraska, Peru, State Teachers College	1729	40	12	..	40	..	18	..	None
New Hampshire, Keene, Teachers College	356 ¹	50	10	..	40	..	25	..	None
New York, Albany, State College for Teachers ¹⁴	..	..	10	10 ^a	38 ¹	..	29	..	Professional ¹⁵
New York, Geneseo, State Teachers College	8600	30	12	12	40	20	None	11	None
North Carolina, Greenville, East Carolina Teachers College ^a	2540	40	12	9	39	39	45	..	None
North Dakota, Minot, State Teachers College ^a	..	40	12	..	40	..	None	..	Professional ¹⁵
North Dakota, Valley City, State Teachers College ^a	..	40	12	..	40	..	None	..	Professional ¹⁵
Oklahoma, Alva, Northwestern State College ^a	2414	40	12	..	44 ¹	..	..	..	None
Oregon, Astoria, Southern Oregon College of Education ^b	2416	50	12	9 ^a	41	40	22	17	Librarian ¹⁶
Oregon, Medford, Southern Oregon College of Education	2213	50	12	..	41	..	26	5	Librarian ¹⁶
Oregon, Monmouth, College of Education	5602 ¹	60	12	12	40	40	26	..	Hand Librarian ¹⁶
Pennsylvania, West Chester, State Teachers College	4500 ¹	40	12	12	43	43	24	20	None
Pennsylvania, Altoona, State Teachers College	..	65	12	..	43	..	10	..	None
South Dakota, Spearhead, Black Hills Teachers College	14,529	35	12	..	40	..	21 ¹	..	None
Texas, Commerce, East Texas State Teachers College	45,369	40	12	..	40	..	18	..	None
Texas, Denton, North Texas State Teachers College	10,760	40	12	12	40	40	21	20	None ¹⁷
Texas, Huntville, San Houston State Teachers College ^a	6388	30	12	12	40	40	..	..	None
Virginia, Farmville, State Teachers College	1110	45	10	12	38 ¹	38 ¹	30	24	None
Wisconsin, Milwaukee, State Teachers College ^a	..	50	12	12	41 ^a	41 ^a	..	..	None ¹⁸
Wisconsin, Oshkosh, State Teachers College ^b	..	..	12	12	..	..	..	..	None ¹⁸
High	45,369	60	75	12	44	44	50	31	23
Median	..	..	..	12	40	40	21	12	..
Low	10	25	30	9	35	20	10 ^a	3	..

3a-e Figures are as Jan. 1, 1948, except: (a) January 1947; (b) June 1947; (c) July 1947; (d) August 1947; (e) September 1947. **2** Not reported. **3** Approximate number. **4** Not on hourly basis. **5a** \$1 salary extra for summer vacation; **5b** \$6 salary extra for regular vacation; **5c** \$10 salary extra for other vacation. **6** Hours per year during summer vacation; **7** Hours per year during summer vacation; **8** Hours per year during summer vacation; **9** Hours per year during summer vacation; **10** Hours per year during summer vacation; **11** Half salary for 12 weeks in academic year; does not apply to summer school. **12** Leave granted after 7 years of service; **13** Leave granted after 9 years of service at half salary. **14** Leave granted after 10 years of service at half salary must return to position. **15** Other leave granted. **16** Difference between substitute and their own. **17** Half salary for 12 weeks in academic year; does not apply to summer school. **20** If no additional cost to institution. **21** No legal basis in South Dakota, but occasionally granted. **22** Will apply to staff when it comes to institution. **24** Librarian given full summer of every fourth year. **25** Not counted in computing median. **26** "None" omitted in computation. **27** No summer kept. Paid from other funds.

Brief of Minutes of Association of Research Libraries, January 30, Chicago

In accordance with a recent decision to recognize an apparent public interest in the activities of the Association of Research Libraries, the following digest of the minutes of the meeting of the association which was held in Chicago, January 30, is submitted.

Farmington Plan

Keyes D. Metcalf, chairman, Farmington Committee, reported briefly on the present status of the plan.¹ It went into effect on Jan. 1, 1948, on an experimental basis for the three countries, Switzerland, Sweden, and France. In each of the two former countries a dealer is being selected who will handle all Farmington Plan business. In France, the Bibliothèque Nationale will supply one of its "deposit" copies that can be spared; when it does not possess such a copy it will make a purchase for the Farmington Plan.

For the present all Farmington Plan books are to be shipped to the New York Public Library where they will be classified and re-shipped to the receiving libraries. The New York Public Library will be reimbursed by the Association of Research Libraries for the time of its staff spent in work on the Farmington Plan. It is hoped that at the end of six months a sufficiently clear pattern will have been established so that a representative of the association can be sent to Europe this coming summer to arrange with the Farmington foreign dealers to classify and distribute the books directly to the receiving libraries. It is hoped that this representative may also undertake preliminary arrangements with

other countries with a view to a possible extension of the plan beginning Jan. 1, 1949.

Mr. Metcalf explained that making assignments to the cooperating libraries under the Farmington Plan had been far from easy. Nevertheless, the serious complications had been surprisingly few. Fifty-two different libraries are accepting responsibility for one or more subjects. There are still some minor adjustments to be made. There was some discussion of the allocations, but on the whole it appeared that the assignments worked out by the committee have been received with a fair degree of approval.²

To finance the plan through the first three years of experimental operation, (i.e., to meet operational expenses, not to buy books), Mr. Metcalf was able to announce that a grant of \$15,000 had been made to the Association of Research Libraries by the Carnegie Corporation of New York. Since the association is an unincorporated body without a permanent office, the Carnegie grant has, at the association's request, been turned over to New York Public Library, which will serve in this matter as its disbursing and accounting agent and report on demand of the executive secretary of the association.

Cooperative Cataloging of Farmington Receipts

The committee on this subject, of which R. A. Miller of Indiana University is chairman, recommended, and the association adopted, a detailed plan which calls for a preliminary card to be prepared in prescribed form and mailed to the Union Catalog in Washington (with duplicate copy to Harvard, which has volunteered as a temporary measure, to check all Farmington receipts in order to make sure that all material is coming into

¹ The Farmington Plan is a cooperative undertaking of a group of research libraries, most, but not all, of which are members of the Association of Research Libraries, to bring into this country and centrally record in the Union Catalog at the Library of Congress at least one copy of every book of possible research interest published anywhere in the world. However, the plan is still limited, even in the preliminary discussions which have been going on for several years, to works published in the Latin alphabet.

² Since the January meeting a revised document giving the Farmington Plan allocations as of March 1948, has been distributed to the cooperating libraries.

the country under the plan which should come in), within one month after receipt of the item. In some cases of marginal or ephemeral material this preliminary card may serve as the final and complete record, but in the case of more important material provision is made for fuller cataloging and for the printing of cards through prompt cooperation between the receiving library and the Library of Congress.

Anonymous and Pseudonymous Cards

The Librarian of Congress had recently reported to the executive secretary a proposal by Wyllis E. Wright of Williams College, that there be included in the Supplement to the *Catalog of Books Represented by Library of Congress Printed Cards* a set of Library of Congress cards for anonymous and pseudonymous entries, amounting in all to about 29,000 cards. "These are the cards," writes Mr. Evans, "which have bracketed headings and some libraries have purchased sets for inclusion in their deposited catalogs. The cards would be arranged by title and interfiled with other entries in the Supplement."

The Librarian of Congress thought the proposal an excellent one and expressed a willingness to supply a set of these cards to Edwards Brothers for inclusion in the Supplement if the association would approve. Approval was voted unanimously.

Union List of Serials

An important report by A. D. Osborn, A.R.L. representative on the Joint Committee on the Union List of Serials, was considered briefly. It is proposed to ask the Library of Congress to offer a permanent home for the Union List of Serials, which might be set up with a permanent editorial staff. There is some thought that the third edition might well be a consolidated union list containing all types of serials; but the editorial cost of such a work would certainly be much greater than the \$60,000 which was required for the second edition. If a foundation grant cannot be obtained to cover the editorial cost, it has been suggested that the work might be "farmed out" among research libraries on a cooperative basis, letter by letter.

Since the Osborn report had been so recently distributed, and since it involved such difficult

problems, its serious discussion was postponed until the June meeting.

Microfilming Cooperation

Vernon Tate, of M.I.T., chairman, presented a report of the Committee on Microfilming Cooperation. It indicated that the committee is concerning itself primarily with efforts to preserve American newspapers of national importance, that it is engaged through the Library of Congress in preparing a list of about 2500 newspapers that have been filmed or are in process of being filmed, that it is engaged in investigations looking toward the establishment of standards for newspaper reproduction on microfilm, and that the Library of Congress has generously agreed to act as a clearing house of information concerning long run microfilm projects. It was moved that the Library of Congress preliminary list above-mentioned be photo-reproduced and distributed by the A.R.L. at an estimated price of \$1.50 per copy. Though the motion was manifestly viewed with favor, the matter was, after a brief discussion, referred to the Advisory Committee with power.

Library Statistics

A letter from A. F. Kuhlman of the Joint University Libraries indicated that the matter of library statistics had not yet been settled to the satisfaction of all concerned, and urged that the matter be reopened for fresh consideration. The chairman of the last committee on statistics being not at all averse to having the matter reopened, it was voted that a committee on library statistics be reconstituted with a new membership.³

Increased Cost of Library of Congress Cards

The executive secretary referred to the communication from the Librarian of Congress which had been published in the Library of Congress Processing Department, *Cataloging Service*, Bulletin 13, Appendix, December 1947, in which it has been announced that it had been decided to carry out the

³ The new committee has now been appointed with the following members: Guy R. Lyle, Louisiana State University, chairman; Benjamin E. Powell, Duke University; Rudolf Hirsch, University of Pennsylvania; Richard H. Logsdon, Columbia University.

instruction of the House of Representatives' Committee on Appropriations to include "a fair proportion of the initial cataloging cost" in the price of Library of Congress cards. At the request of the Librarian of Congress, a joint meeting of the A.L.A. and the A.R.L. had been held the previous evening (January 29) for a discussion of this matter. The meeting had been well attended. The Librarian of Congress had been present, and had spoken at length. After a considerable discussion the meeting had ended by passing two resolutions as follows:

1. That it be recorded as the sense of this meeting that the officers of the A.L.A. and the A.R.L. appoint between them a committee to act jointly with the Librarian of Congress upon the issue he had raised, in order to resolve it in a manner which will most satisfactorily meet both his instructions and the interest of the country's libraries. This committee, especially its A.L.A. members, shall represent all types of libraries.

2. That the President of the A.L.A. and the executive secretary of A.R.L. invite other interested library associations to join them in the formation of a joint committee to develop a program for presenting to Congress the interests of American libraries in the cataloging and card distribution services of the Library of Congress and for mobilizing American librarians in support of that program, giving special attention to adequate representation of all types of libraries making use of Library of Congress printed cards.⁴

Proposal to Use Fulbright Funds for Large Scale Microcopying Abroad

The executive secretary drew attention to a lengthy document just received from Edgar L. Erickson, chairman, Committee on Documentary Reproduction, American Historical Association, entitled "Proposal for Participation of Research, College, and Reference Libraries in the American Historical Association-Library of Congress Project for the Microcopying of Research Materials Abroad,"

⁴In response to the first of the two resolutions, a committee has been appointed with the following membership: Marjorie Bowers, Indianapolis Public Library; Amy Winslow, Enoch Pratt Free Library; Janet Agnew, Bryn Mawr College; Herman Henkle, John Crerar Library; Keyes D. Metcalf, Harvard University Library, chairman. Since it is hoped that this committee may succeed in finding a solution of the problem, the committee required by the second resolution was not promptly appointed.

together with a letter of endorsement from the Librarian of Congress. The proposal is to use some part of the Fulbright funds to support a great program of microfilming of research materials in foreign countries where such funds are available. Laudable as the project is, there is doubt whether it is legally possible to use Fulbright funds for it. However, Mr. Erickson is engaged in an effort to get a liberal interpretation of the law which will permit such use, and he feels it would be of great assistance if research, college, and reference libraries would undertake to supply necessary dollar credits to meet costs in this country in case Fulbright funds should be used to support the program abroad.

Since Mr. Erickson's document was far too long for careful consideration in the present meeting, it was voted to refer it to the Advisory Committee for suitable action.

The Analysis of Scholarly Serials

The executive secretary drew attention to an exchange of letters on this subject which had taken place between himself as director of libraries at the University of Pennsylvania, and the Librarian of Congress. The former had emphasized the scholarly importance of analytics and had drawn attention to the arrears into which this work had fallen since 1939, both at the Library of Congress and among the cooperating research libraries. He had urged that a fresh effort be made to push the work once more with vigor and bring it up to date, though he had acknowledged the present incapacity of his own institution to make any very helpful contribution. The Librarian of Congress had answered that it was hoped that there could be a new edition of Bulletin no. 16-19 (April 1, 1932) of the Library of Congress Card Division issued toward the end of 1948 or early in 1949, which would be the first step toward reform. He fully acknowledged the small progress which had been made with analytics since 1940, due to war conditions and other work deemed more pressing, and then more recently due to the problem of cataloging foreign acquisitions received under the Cooperative Acquisitions Project, a problem which involved both the Library of Congress and the cooperating research libraries. Though he expressed the hope that the analyzing of serials might be

renewed in a small way in 1948, there seemed little prospect of resuming the work in full scale in the near future.

In discussion, Mr. Evans said that in general the Library of Congress regarded analytics as secondary to cataloging of arrears of books, but he was not certain that this proposition was sound and he would be glad to consider any proposal. He thought that an arrearage of cataloging was probably a necessity in any very large library, but he freely acknowledged that it may have been "overdone" in the Library of Congress. Mr. David expressed the view that if the principle were accepted that book cataloging should come before analytics there was little hope of doing anything about analytics in the foreseeable future. It was pointed out that the list of serials to be analyzed had not been revised for seventeen years, and the suggestion was made that some of the items on the list might well be dropped because they could readily be controlled through other indexes or media. It was moved that the committee on analytics be reconstituted, but the motion was lost for want of a second, and the discussion ended inconclusively.

Simplification of Cooperative Cataloging Procedure

In the course of the foregoing discussion on the problem of analytics, the Librarian of Congress expressed sympathy with a proposal to print cooperatively cataloging copy without revision. After brief discussion, it was voted unanimously that the Association of Research Libraries approves and commends the effort which the Librarian of Congress is making to simplify (and so speed up) cooperative cataloging procedure.

Committee on UNESCO Affairs

Carl White, chairman of the committee, referred to the request of the Director-General of UNESCO that member nations do what they could to create bibliographies of their significant publications during the war years, 1939-46. He felt that the need so far as this country was concerned had been largely filled by the two following publications:

American Library Association, International Relations Board, Committee on Aid to Libraries

in War Areas. *Books Published in the U.S., 1939-1943*. American Library Association, 1945. (Supplement, 1944 and 1945).

National Research Council, Committee on Bibliography of American Scientific and Technical Books. *Scientific, Medical and Technical Books Published in the United States of America, 1930-1944*. National Research Council, 1946.

However, he recognized that it was important that steps be taken to bring these bibliographies up to date and to make them more comprehensive, but since it had proved impossible to get his committee together and formulate specific plans, definite recommendations would have to be delayed until the next meeting.

United States Book Exchange

The executive secretary referred to the fact that the American Book Center for War Devastated Libraries, Inc. is being formally brought to an end, probably about April 1, and that an effort is being made to set up a United States Book Exchange as a successor to it. In this effort the Association of Research Libraries is being asked to participate, and the executive secretary felt that the matter ought not to be delayed until another meeting of the association. Therefore he said that he would look to the Advisory Committee for authority to act at the proper time.

The Lending of Positive Microfilms of Newspapers

The librarian of Duke University Library reported that his institution subscribes for a large number of newspapers, many of them on microfilm. He has reached the conclusion that a large number of them could be dispensed with if he could be assured that they would be available on film elsewhere and could be borrowed. For his part he would be quite willing to set aside the rule against interlibrary loans of positive microfilms, so far as long runs of little used newspapers are concerned, and lend freely, provided other research libraries would reciprocate. He wished to have the matter discussed. The chairman of the Committee on Microfilming Cooperation said that the matter was under consideration by his committee, and that he would report on it at the next meeting.

(Continued on page 256)

A Brief of the Minutes of the Meetings of the Board of Directors of A.C.R.L., Chicago

Meeting, Jan. 30, 1948

The board discussed the question "What shall A.C.R.L. do about an annual meeting in 1949 if A.L.A. decides to hold regional meetings?" and decided to postpone decision on this question until they could find out what other A.L.A. divisions plan to do under those circumstances.

The next matter was a request for recommendations about the future of *College and Research Libraries*. Dr. White presented his resignation as editor of the journal and recommended that Maurice F. Tauber be appointed editor. The board unanimously passed a motion accepting his resignation and thanking him for his services and appointed Dr. Tauber as editor of the journal.

There was careful discussion of ways and means of meeting the increased production costs of *College and Research Libraries*. Various suggestions were made: that the subscription price be raised; that the number of subscribers be increased; that the possibility of introducing a plan of group subscriptions be investigated; that the mailing practices of other journals be studied. A motion was passed authorizing President Carlson to appoint a committee to plan for and solicit additional subscribers to *College and Research Libraries*. Decision on the matter of increasing subscription prices to *College and Research Libraries* was postponed until the next meeting, at which time Mr. Rush was asked to present an analysis of the cost of the journal.

There was some discussion of Milton E. Lord's proposal to reconstitute the A.L.A. as a federation which would concern itself only with activities at the national and international level, and to which both geographical and subject divisions could belong. Those members of the board who had seen the proposal expressed interest and approval. The board

liked the proposal but felt that no positive action could be taken because not all the board members had seen the proposal, and because not enough was yet known about the ideas of the Fourth Activities Committee.

Meeting, Jan. 31, 1948

The first question discussed was that of financing the *College and Research Libraries* held over from the previous meeting. Several possibilities were suggested: that the rate for advertising might be higher; that the possibility of a two-year subscription rate be looked into; that the members of A.C.R.L. be allowed to substitute *College and Research Libraries* for the *A.L.A. Bulletin* (it was pointed out that there would have to be a change in the A.L.A. Constitution before this substitution could be made); that a new and more specific contract between *College and Research Libraries* and the A.L.A. be drafted; that the membership fee be increased enough for everybody to receive the journal automatically; that the committee on membership stress the advantages of subscribing to *College and Research Libraries*. It was voted to raise the subscription price of the journal \$1. It is now to be \$3 per year to members of A.C.R.L. and \$4 per year to nonmembers, beginning with the next fiscal year, Sept. 1, 1948. A motion was passed authorizing the appointment of a committee to investigate all aspects of the financing of *College and Research Libraries* including such items as club, long-term, and group subscription rates, and so forth.

The executive secretary gave a report on the work of his office for the first nine months. It was agreed that it is important for the executive secretary to do as much as he can to answer requests for information from smaller college and reference libraries and from individual librarians.

President Carlson read the slate of officers

prepared by the nominating committee. (The list was published in the April 1948 issue of *College and Research Libraries*.)

A motion was passed to send to the Librarian of Congress the resolution of A.C.R.L.'s Committee on Publications commending the *U.S. Quarterly Book List*.

At the request of the A.C.R.L. Committee on College and University Library Buildings it was voted to have building plans available at the desk of the executive secretary at the Atlantic City conference.

In regard to the question as to whether a special committee on research studies is needed the board recommended that the executive secretary secure lists or dissertations under way from all the graduate library schools and let it go at that for the present.

President Carlson stated that he thought A.C.R.L. would need two general sessions at Atlantic City, one a business meeting and the other a program meeting. Approval of this idea was expressed.

The comments and suggestions made by G. Flint Purdy in the matter of statistics in his paper presented at the A.C.R.L. general session January 30 were discussed. It was

agreed that President Carlson should ask for volunteers to collect, tabulate, and publish general and salary statistics from those institutions circularized last year.

It was suggested that the executive secretary inform the American Council on Education that A.C.R.L. will be helpful in any way it can to their proposed committee to identify the main issues of the report of the President's Commission on Higher Education.

It was approved that the executive secretary notify A.L.A. life members before 1940 as to the procedure for becoming life members of A.C.R.L.

The resignation of Wilson M. Ranck, chairman, Committee on Encyclopedia of Sports, Games, and Recreation, was announced. A motion was passed to strike this committee from the list of A.C.R.L. committees.

It was suggested that the executive secretary investigate the procedure for affiliating with the American Association for the Advancement of Science, and that if no expense be involved, he go ahead with this.

N. ORWIN RUSH
A.C.R.L.

Executive Secretary

Minutes of A. R. L.

(Continued from page 254)

Gesamtkatalog der Wiegendrucke

The executive secretary reported that Lawrence S. Thompson, librarian, Western Michigan College, had recently forwarded to him an important letter from Professor Dr. Erich von Rath which indicates that the Germans are likely to be able to go ahead fairly promptly with the *Gesamtkatalog* and complete it on their own resources. "We may

hope that sometime in 1948 the second part of Volume VIII may again be sent to all subscribers."

Time and Place of the Next Meeting

It was voted that the next meeting be held in Philadelphia on Friday, June 11. The experiment is to be made of meeting apart from and in advance of the A.L.A. conference.

Personnel

APRIL 30, 1948, marked the end of twenty-eight years of service as Executive Secretary of the American Library Association for Carl H. Milam. Perhaps a majority of the members of the Association have known no other Secretary for their Association than Carl Milam. And, no one would deny that he has left an indelible mark on the profession of librarianship, a mark that few people can hope to match.

Someone who has known Carl Milam for all of those twenty-eight years will have to appraise his important contributions to a better America. The A.L.A.'s "expanded program" of the years following World War I was one of his important works. The various activities committee reports owe much to his advice and counsel. The postwar plans and the national library plans bear his mark. The A.L.A.'s entire international relations program has been close to his heart—the list could be extended indefinitely.

But those who know him best realize that many of Carl Milam's major contributions to librarianship will never be attributed to him. For he has worked in a quiet, "anonymous" way stimulating others "to carry the ball" and seeing that others received the credit. In his fertile mind have originated many important ideas, but once they have been passed on to the proper group, he has served only as a loyal and efficient executive should—to see that the things get done. To attempt to call the roll of important developments that originated with Mr. Milam would be an impossible task. Parenthetically, it may be said that many foolish and ill-advised plans have never seen the light of day because of his good sense.

In many respects, Carl Milam's greatest contribution to librarianship has been in raising the "prestige" of librarianship. For he, personally, has been largely responsible for seeing that librarianship generally and the A.L.A. in particular have been allied with and active in the affairs of many scientific, educational, and cultural organizations. Mr. Milam is almost as well-known in the American Council on Education, UNESCO, the



Carl H. Milam

American Association for Adult Education, etc., as in the A.L.A. Libraries and their important services are also well-known in such groups—thanks largely to his efforts.

In one sense, it is a tribute to Mr. Milam's deep sense of public service that he has resigned as Executive Secretary of A.L.A. to become director of library services for United Nations. It would have been easier for him to remain in Chicago for the two remaining years before his retirement than to undertake a difficult job in New York. But the call of his profession was a clear one and the chance to make an outstanding contribution in an area which has always been one of his major interests was too great to refuse. All of those who have known him realize that A.L.A. will sorely miss him but that United Nations needs him. He carries to his new assignment the sincere good wishes of his many friends.—*Errett W. McDiarmid.*

ON JULY 15, Lewis C. Branscomb becomes associate director of the Ohio State University Library.

For the past three and a half years Mr.

Branscomb has served as assistant director in charge of public service departments at the University of Illinois. His responsibilities in this position have been diverse, including supervision of the general circulation and reference departments, two dozen departmental



Lewis C. Branscomb

libraries, and a number of specialized reading rooms and collections. He has also organized and directed a new junior college library at Galesburg, a branch of the university opened in 1946. In common with other college and university libraries during the past two years,

the public service functions of the University of Illinois Library have grown tremendously. Well over 1,000,000 volumes per year are being circulated. Many problems have naturally developed in the course of the expansion and these Mr. Branscomb has handled with great ability. Directing a staff of 83 professional librarians and clerical workers and 150 student assistants, he has built up a smooth-running organization, which is meeting effectively the emergency conditions created by the increase in demands for library service.

Prior to coming to Illinois, Mr. Branscomb headed the libraries of the University of South Carolina and Mercer University, and was on the University of Georgia library staff for two years. He is a graduate of Duke University, and holds bachelor's and master's degrees from the University of Michigan Department of Library Science. Except for the dissertation, on which he is now engaged, he has completed the requirements for a doctor's degree in the University of Chicago Graduate Library School.

Because of the variety of his administrative experience in different types of libraries and his broad professional education, Mr. Branscomb is particularly well-equipped for the important administrative post he is assuming at Ohio. He brings to the position a strong combination of courage, determination and initiative, and a friendly, likeable personality, all of which augurs well for the contribution he will make to Ohio State's library progress.—*Robert B. Downs.*

Appointments

John Mackenzie Cory, associate librarian of the University of California at Berkeley, will assume his duties as Executive Secretary of the American Library Association on Sept. 1, 1948. Harold F. Brigham, director, Indiana State Library, Indianapolis, is the Interim Executive Secretary until about August 20.

Lee Zimmerman, formerly director of libraries of the state department of education, St. Paul, Minn., is now librarian of the University of Idaho at Moscow.

Ruth Schley has resigned her position as senior cataloger at Louisiana State University Library, Baton Rouge, to accept the position

of assistant catalog librarian in charge of the serials division of the Columbia University Libraries.

Robert M. Lightfoot, assistant librarian at Louisiana Polytechnic Institute, has succeeded Thomas S. Harding as librarian of Missouri Valley College at Marshall. Mr. Harding will become librarian of Evansville College, Evansville, Ind.

Elizabeth C. Borden, recently appointed librarian of the Penniman Library of the University of Pennsylvania, has been made head of the cataloging department of the university library.

Genevieve Bale, formerly head of circula-

tion at Chico State College, Chico, Calif., is now reference librarian at the State College of Washington at Pullman.

The Library of Congress has announced the appointment of Mrs. Léonie Adams Troy and William Carlos Williams as consultant in

poetry in English for the years 1948-49 and 1949-50, respectively.

Katharine S. Diehl, who has been and still is librarian of Texas Lutheran College in Seguin, was inadvertently sent to China in the April issue. Our apologies.

Necrology

Rosilia H. Callaghan, who had been associated with the School of Journalism of Louisiana State University since 1924 and its librarian since 1937, died in Baton Rouge on March 14, after a long illness.

Thomas F. Gardner, head of processing and instructor in library science at Kent University, Kent, Ohio, died of a heart attack on February 20. He was previously on the staff of Teachers College, Columbia University.

Recent Personnel Changes in Foreign Libraries

AUSTRIA

Dr. Hanns Bohatta died in Vienna on Oct. 30, 1947. Appointed *Kustos* of the University of Vienna Library in 1911, he was retired at a relatively early age as the result of the government's policy of economy after the first World War. Subsequently he worked for the well-known antiquarian booksellers, Gilhofer and Ranschburg.

DENMARK

Thomas Marius Døssing, long prominent in Danish popular library work, died on Apr. 18, 1947 in Moscow, where he was serving as Danish minister to the U.S.S.R.

Copenhagen

Dr. Lauritz Nielsen, director of Division I (Humanities) of the University of Copenhagen Library, died on July 15, 1947. Dr. H. G. Topsøe-Jensen was appointed to fill this position on Nov. 22, 1947.

FRANCE

Paris

Henri Lemaître, archivist, palaeographer, librarian, and adjutant director of the Institut Scientifique de Recherches Économiques et Sociales, died in Paris on Nov. 8, 1946. M. Lemaître was well-known for his activities in international library circles and served as an advisory editor of the *Library Quarterly*.

M. Armand Rastoul, in charge of the Bibliothèque Nationale catalog, 1929-46, died on Feb. 5, 1946.

GERMANY

Dr. Johannes Wolf, of the old Preussische Staatsbibliothek (now Oeffentliche Wissenschaftliche Bibliothek), died in Aachen on May 25, 1947 at the age of 78.

Dr. Joris Vorstius, of the Oeffentliche Wissenschaftliche Bibliothek, has received an appointment to teach library science in the University of Berlin. He is also serving as editor of the revived *Zentralblatt für Bibliothekswesen*, of which vol. 61, nos. 1/2, appeared late in 1947.

Dr. Gustav Wahl, formerly of the Staats- und Universitätsbibliothek in Hamburg, died on Apr. 13, 1947.

Dr. Axel von Harnack has received an appointment on the University of Tuebingen faculty to teach library science and historiography.

Early in 1947 Dr. Georg Leyh, retired director of the University of Tübingen Library, submitted to the publishing house of J. C. B. Mohr in Tübingen a manuscript entitled *Die deutschen Bibliotheken nach dem Krieg*, a careful survey of the holdings, administration, and personnel of the principal German research libraries. Although page proof exists, the book had not yet been published in July 1947. It was summarized by Dr. Leyh in a

lecture before the Verein Schweizerischer Bibliothekare in Bern in December 1946, and this summary was published as "Die Lage der deutschen wissenschaftlichen Bibliotheken nach dem Kriege" in the *Nordisk Tidskrift för Bok- och Biblioteksväsen*, XXXIV (1947), 58-80. The summary, however, does not contain the valuable survey of personnel which appeared at the end of the page proof of the book. Through the kindness of Dr. Pierce Butler of the Graduate Library School, University of Chicago, it has been possible to examine the page proof of Dr. Leyh's study for the following information to supplement that given about German librarians in *College and Research Libraries* 8:82-85, January 1947.

Aachen

Dr. Wilhelm Bayer, formerly a professional assistant in the Stadtbibliothek, is now the director of that library.

Augsburg

Dr. Paul Geissler has succeeded Dr. Richard Schmidbauer as director of the Staats- und Stadtbibliothek. Dr. Schmidbauer is living in retirement.

Berlin

Dr. Adolf Jürgens, widely known among foreign librarians as the director of the Reichstauschstelle of the former Preussische Staatsbibliothek (now Öffentliche Wissenschaftliche Bibliothek), died in November 1945. Dr. Konrad Haebler, one of the nine members of the Kommission für den Gesamtkatalog der Wiegendrucke, died on Mar. 13, 1947.

Bremen

Dr. Hermann Entholt has succeeded Dr. Hinrich Knittermeyer as director of the Staatsbibliothek.

Darmstadt

Dr. Hans Rasp has succeeded Dr. Karl Esselborn as director of the Hessische Landesbibliothek. Dr. Walther Gebhardt of the professional staff died on Sept. 11, 1944, in Russian captivity.

Detmold

Dr. Erich Kittel has succeeded Dr. Eduard Wiegand as director of the Lippische Landesbibliothek.

Fulda

Dr. Wilhelm Hopf has succeeded Dr. Josef Theele as director of the Landesbibliothek. The office of director of the Fulda Landesbibliothek has been combined with that of the director of the Kassel Landesbibliothek.

Gotha

Dr. Otto Geithner has succeeded Baron Eberhard Schenk zu Schweinsberg as director of the Thüringische Landesbücherei (formerly Herzogliche Bibliothek.) A large proportion of the holdings of this library (with the blanket exception of Thuringiana and material from the Gymnasialbibliothek) were lost to the Russians by confiscation.

Jena

Dr. Theodor Lockemann, formerly director of the university library, died in an air raid on Feb. 9, 1945. His successor has been tentatively announced as Dr. Albert Predeek, former director of the old Technische Hochschule Library in Berlin-Charlottenburg, but formal approval of the appointment by governmental authorities had not been given in July 1947. This information, taken from Leyh's survey and from Dr. Predeek's communications, is contrary to that given in *College and Research Libraries* 8:84, January 1947.

Kiel

Dr. Herbert Oberländer, former director of the university library, died on May 22, 1944 during an aerial attack.

Leipzig

Dr. Edith Rothe has succeeded Dr. Johannes Hofmann as director of the Stadtbibliothek.

Dr. Paul Güntzel, former director of the old Reichsgerichtsbibliothek, died in Leipzig on May 6, 1945. He has been succeeded by Hildegard Härtwig as "kommissarische Leiterin."

Lübeck

Dr. Gustav Struck, former director of the Bibliotheken der Hansestadt Lübeck (composed of the Stadtbibliothek and the Öffentliche Bücher- und Lesehallen) has been succeeded by Dr. Peter Karstedt.

Magdeburg

Dr. Arthur Reichsritter von Vincenti has been succeeded by Dr. Hermann Bernhardt as director of the Stadtbibliothek.

Tübingen

Dr. Georg Leyh, who has reached the age of seventy, has been retired as director of the university library. Dr. Predeek reports that Dr. Wilhelm Hoffmann, formerly director of the Württembergische Landesbibliothek in Stuttgart has succeeded Dr. Leyh.

GREAT BRITAIN

Oxford

H. R. Creswick has resigned as Bodley's Librarian. J. N. L. Myers will occupy this post after Jan. 1, 1948.

HUNGARY

Budapest

Dr. Gábor Tolnai has been appointed director of the National Széchényi Library.

Dr. György Trócsányi has been appointed director of the Library of Parliament.

Debrecen

Dr. István Csüry has been appointed director of the University of Debrecen Library.

Pécs

Dr. Lajos Ruzsás has been appointed director of the University of Pécs Library.

Szeged

Dr. Bertalan Csillik has been appointed director of the University of Szeged Library.

PALESTINE

Dr. Curt Wormann, formerly of the Municipal Library of Tel-Aviv, became chief librarian of the Jewish National and University Library in Jerusalem in 1947. Professor Gotthold Weil, who served as chief librarian for eleven years, retired in 1947 in order to devote his time to academic teaching and research in the fields of Turkish and Arabic languages and literatures. Dr. Wormann advises that the Hebrew University will soon publish a report in which there will be a section on the library.

POLAND

Dr. A. Birkenmaier became director of the Jagiellonian Library of the University of Krakau on Sept. 1, 1947, succeeding Dr. Edward Kuntze. Dr. Birkenmaier was formerly director of the University of Posen Library.

Warsaw

Dr. Ryszard Przelaskowski has succeeded Dr. Aleksy Bachulski as director of the Warsaw Municipal Public Library. Dr. Bachulski is now director of the archives of the city of Warsaw.

Count Edward Krasinski, director of the Krasinski Library, died at Dachau in 1941. The library itself was burned in October 1944, but a few of the remaining books are now in the Polish National Library.

The library of the Warsaw Medical Society was totally burned in 1944, and its former director, Dr. J. Zweibaum, is now a professor in the University of Warsaw.

Dr. Ludwik Kolankowski was director of Count Zamoyski's Library until it was burned. He is presently a professor in the University of Toruń.

The Library of the Great Synagogue was burned by the Germans, and its director, M. Bałaban died in 1942, in the Warsaw ghetto.

Dr. Andrzej Grodek has been director of the library of the Central Commercial School since January 1941. The former director, Konstanty Krzeckowski, was arrested by the Germans and died in 1939.

Wilno

Wilno is not at present a part of Poland. Until 1939 the director of the University of Wilno Library was Dr. Adam Lysakowski, who is now the director of the new university library in Łódź.

URUGUAY

Montevideo

Sr. Miguel Angel Pineiro, recently returned from the United States after a year's study at the University of Denver Library School, has been appointed director of the Central Library of the Board of Secondary School Education.

—LAWRENCE S. THOMSON.

News from

Acquisitions, Gifts, and Collections

The Hindustan Association has announced, at Cornell, plans for the establishment of a library honoring the memory of Mohandas K. Gandhi. An initial collection of 500 books will be formally presented to Cornell University Library next January 30, the anniversary of Gandhi's death. The collection will contain material written by Gandhi, publications by Indians and non-Indians, and books describing the economic, social, and political developments that gave rise to the Indian leader's activities. The Hindustan Association is appealing to individuals, groups, and universities throughout the world to assist in building the collection. R. P. Misra, a former graduate student at Cornell, who is now living near New Delhi, will act as treasurer for India. Interested persons in this country may write to the Mahatma Gandhi Memorial Library Committee, 301 Bryant Ave., Ithaca, N.Y.

Earlier this year the Library of Congress received a remarkable collection of musical manuscripts from Mrs. Gertrude Clark Whittall, whose previous gifts to the library include a quartet of Stradivarius instruments, and an endowment for concerts of chamber music. This new gift consists of original manuscripts of Johann Sebastian Bach, Joseph Haydn, Wolfgang Amadeus Mozart, Ludwig van Beethoven, Johannes Brahms, and Max Reger. Every manuscript is said to represent a work of major importance.

The presentation of the personal and professional papers of Frederick Law Olmsted to the Library of Congress by his son earlier this year has already received wide notice. The great value of this collection to students of Americana will become increasingly apparent. It consists of approximately 30,000 documents extending over the years 1819-1923. Frederick Law Olmsted, 1822-1903, first attained fame as the author of books written after travels throughout the South in the early 1850's, in which he gave a vivid picture of slaveholding society. In 1857 he became one of the chief planners of Central Park in New York, and from that time on his fame as a landscape architect spread. He numbered among his friends some of the out-

standing literary and political figures of the nineteenth century. He corresponded with Washington Irving, Henry Adams, Charles Francis Adams, Charles A. Dana, Henry Ward Beecher, Charles Eliot Norton, James Russell Lowell, and many others.

In April, Columbia University Libraries received as a gift a photostatic copy of the Sahagun Manuscript, one of the great sources for ancient Mexican history, religion, customs, and crafts. Willard A. King, a trustee of Columbia, was the donor. The Columbia copy, according to Mr. King, is one of three versions, two of which are in Madrid, and the third at Florence. Mr. King's gift is a copy of the Florence version. Sahagun, a Spanish historian and one of the first Franciscan missionaries assigned to Mexico (1529), wrote the original version, ca. 1560. Columbia has also received important gifts in the field of vision and optical science. One gift is the bibliography section of the library of the former Dartmouth Eye Institute. It was made possible through the efforts of Clifford L. Treleavan, associate professor of optometry at Columbia, and Robert E. Bannon, formerly of the Dartmouth Eye Institute staff and now a member of the faculty of optometry at Columbia. The other gift is the private collection of Dr. Herman Gould of Brooklyn. It includes a large number of books on vision and related subjects.

The twenty-two original plates used to print "McLees' Alphabets," classic guide of bank note letter engravers in the middle of the nineteenth century, have been presented to the Columbia University Libraries by William H. McLees. Mr. McLees is the son of Archibald McLees, who made the engravings for two editions of his *Alphabet*, published in 1855 and 1878.

Clare Booth Luce, famous playwright and former congresswoman from Connecticut, has presented her personal collection of books on drama and the theatre to Catholic University's Speech and Drama Department. There are over 5000 volumes, many of them rare and treasured items of theatrical lore, according to Rev. Gilbert V. Hartke, O.P., head of the Speech and Drama Department. The collection is particularly well represented by

the Field

works on the American theatre, although it includes books concerned with theatres of all countries and periods. Some of Mrs. Luce's own unpublished manuscripts are included.

Northwestern University has acquired through purchase in Spain, a large and unusual collection of Spanish plays. The collection includes approximately 8500 items. Professor Kenneth Leslie of Northwestern has stated that this acquisition will make Northwestern one of the important centers in the United States for the study of modern Spanish drama. Imprints range from the early nineteenth century to the present. Jens Nyholm, director of libraries at Northwestern, hopes eventually to have a special catalog of this collection printed. Northwestern has also received a collection of thirty-nine first editions of English and American authors as well as a Robert Burns manuscript. Dr. John T. Gernon, Chicago physician and collector, was the donor. The Burns manuscript is a well-preserved two page holograph containing the first version of Burns's poem "Bonnie Doon."

A campaign to raise \$140,000 for the purchase of books for the Law Library at Northwestern was initiated by the Law Alumni Association during March. The money is being raised as a memorial to Col. John Henry Wigmore, dean of the law school from 1901-29.

Jean Hersholt, actor and book collector, has presented a collection of 180 Danish plays and books on the Danish theatre and the graphic arts to the University of California at Los Angeles. The collection includes the original edition of Mantzius' history of the theatre, *Skuespil Kunstens Historie*. Lawrence Clark Powell, librarian at U.C.L.A. has stated that the gift is a significant addition to the library's Scandinavian collection and that it will help to make the library at U.C.L.A. one of the centers for scholarly studies in Scandinavian literature and history. The collection traces the development of the Danish theatre from its beginnings in the early eighteenth century to the present day.

Princeton announced in April the receipt of a gift of 1000 volumes from Edward Plaut of New York. Mr. Plaut was a member of the

Princeton class of 1912. The collection contains several presentation copies and a number of first editions of standard works. First editions include ten titles by George Eliot, twelve by Robert Browning, and twenty-one by Sir Walter Scott. The gift includes the original manuscripts of Mark Twain's, "A Curious Experience," and a number of Twain first editions and autographed works.

The priceless private library of seventeenth century philosophical works belonging to the noted European scholar, Dr. Paul Schrecker, was shown in this country for the first time early in April at Swarthmore College. At a tea given for the philosophy departments of Swarthmore, Haverford, and Bryn Mawr, Dr. Schrecker showed his colleagues some of the rare items in the 5000 volume collection that he has built up over the last forty years. The collection is now housed in Roberts Hall on the Swarthmore campus. It contains hundreds of items not available elsewhere in this country. Included are first editions of the works of Descartes, Newton, Spinoza, and other Renaissance philosophers. There are complete first editions of the works of Kant and Fichte. The library boasts what is probably the most complete and important collection of the works of Leibniz in the world. Dr. Schrecker is now a professor of philosophy at Swarthmore, Haverford, and Bryn Mawr Colleges. Formerly he was editor of the works of Leibniz at the Academy of Sciences in Berlin and later taught at the Sorbonne. The collection is not open to the public but qualified scholars will have the privilege of using it at any time.

Massachusetts Institute of
Buildings Technology has distributed a memorandum describing the Charles Hayden Memorial Library that is soon to be built. The library will be constructed around a central paved and landscaped court or garden approximately 80' wide and 100' long. This court will be bounded on the west by a one-story print and exhibition room 48' wide and 80' long which will include the internationally famous Dard Hunter paper collection and the marine prints of the Forbes, Kendall, and Clark collections.

On the side of the building facing the Charles River the first floor will be occupied by the Dewey Library of Economics and Social Science. Adjacent to this on the north side will be a series of seminar rooms and studies for use by the departments of economics and business and engineering administration. On the east the court will be bounded by a music library and lounge. On the north side of the court there will be a recreational reading room and the English and history library. The entire area of the court and the surrounding buildings will be approximately 200' square, and under the entire area will be a one-story stack with a capacity of more than 300,000 volumes. The total capacity of the institute's library system will be approximately 1,000,000 volumes. The entire first floor of the building is a free area covering the general interests of the humanities and social sciences at the institute. The design of the building will assure ample sunlight in the court. The section of the second floor of the building devoted to the library will consist of an ell on the south and east sides. There are no further stories on the west side, and on the north at this point the structure will be used as an office building for the faculties of the humanities and social sciences. The centralized operations of the library will be housed on the second floor. Books will be received at the northeast corner and will be processed in the east wing. The south wing will house the reference library, the central circulation desk, the card catalog, a bibliography section, and periodicals. There will be a large map room on this floor, the library administrative offices, and on the mezzanine a series of study rooms for the use of the staff and visiting scholars. All library operations in the building are provided with air-conditioning. Large glass areas provide a view of the Charles River. The exterior of the building will be of limestone. The whole structure, which will be 224' long, will be connected to the main academic group of institute buildings at the western end by a glazed cloister. It will also be connected by a basement passage which will be used solely for library purposes.

During the spring, contracts were let for the construction, plumbing, heating, and electrical work on the new library building of Kansas Wesleyan University, Salina. The

building will be completed in time for the opening of school in the fall. It will be a two story structure, 90' by 60'. The exterior will be of brick facing with tile-masonry backing and natural stone trim. The woodwork throughout will be maple. The first floor will house the main loan desk, general reading room, and staff rooms. The second floor will contain the reference room, a seminar room, faculty offices, and a room for audio-visual materials.

An attractive booklet, including drawings and plans of the new Ernest Holland Library at the State College, Pullman, Washington, for which \$2,500,000 has been appropriated, has been issued.

Committees, Conferences, and Curricula

The Mountain-Plains Library Conference will be held in Estes Park, Colo., August 29-31, according to a statement received from Ralph T. Esterquest, chairman, Conference Planning Committee. The Stanley Hotel is to be headquarters for the five-state meeting being held by librarians of Colorado, Kansas, Nebraska, Utah, and Wyoming.

The Maryland Library Association will hold its annual fall meeting in historic Carmel Hall, at Annapolis, October 8-9. The theme of the conference will be, "Today's Opportunity: Effective Planning for Tomorrow."

In connection with the ceremonies incident to the inauguration of Dr. J. H. Miller as president of the University of Florida, various conferences on Regional Planning in Higher Education were held. Among these was a two-day Conference on Regional Planning for Library Resources on March 6 and 7. Representatives were present from universities and colleges of Georgia, Alabama, South Carolina, and Florida. Robert B. Downs, director of the University of Illinois Library, led the meetings. N. Orwin Rush, executive secretary of A.C.R.L., and A. F. Kuhlman, representing the Joint University Libraries at Nashville, were also present. It is expected that the proceedings of the conference will be published.

The fourth summer training course in the preservation and administration of archives for custodians of public, institutional, and business records will be offered at American University with the cooperation of the Na-

tional Archives and the Maryland Hall of Records from July 26 through August 21. Detailed information may be obtained by writing Ernst Posner, School of Social Sciences and Public Affairs, The American University, 1901 F Street, N.W., Washington 6, D.C.

The twentieth annual report of the Henry E. Huntington Library was published in April. It summarizes two decades of growth and achievement and surveys various phases of expansion and problems of maintenance in the library, art gallery, and botanical gardens since the death of the founder, twenty years ago.

William H. Jesse, director, University of Tennessee Libraries, surveyed the library of Northwestern State College, Natchitoches, La., in November 1947. A mimeographed report of the survey has been issued.

Lucile Elliott is the author of "History of the Law Library," in the volume, *A Century of Legal Education*, edited by Robert H. Wetach (Chapel Hill, University of North Carolina, 1947). This is another volume in the Sesquicentennial Publications series, of which L. R. Wilson is director.

Extempore Speaking: A Handbook for the Student, Coach and the Judge, by Donald L. Holley (New York, H. W. Wilson, 1947) contains a number of useful suggestions for librarians who participate in panels and other forms of discussion, although its major emphasis is student performance.

David C. Cabeen is the compiler of *Montesquieu: A Bibliography* (New York, New York Public Library, 1947). According to the prefatory note this is "An annotated, critical bibliography of the editions of Montesquieu's works in the New York Public and the Columbia University Libraries, and of all studies on him in the United States which the compiler has been able to consult."

Librarians interested in gaining an insight into alumni relations will find suggestive F. Hill Turner's *An Adventure in Alumni Relations* (Nashville, Alumni Association, Vanderbilt University, 1947). This volume presents a series of essays containing practical suggestions based on Mr. Turner's experience of twenty years.

Two recent publications of the Columbia

University Press which might be of interest to college librarians are Sister Miriam Joseph's *Shakespeare's Use of the Arts of Language*, which is a handbook of Renaissance theory of composition, and Donald Lemen Clark's *John Milton at St. Paul's School*, a study of ancient rhetoric in English Renaissance education.

Sister Mary Luella and Sister Mary Peter Claver have edited, for the Catholic Library Association, *The Catholic Booklist, 1948*. Fifteen contributors have compiled annotated lists of titles in different subject fields. The publication was issued by the Department of Library Science, Rosary College, River Forest, Ill.

Donald E. Thompson, assistant director of libraries at the University of Alabama, is the compiler of *A Bibliography of Louisiana Books and Pamphlets in the T. P. Thompson Collection of the University of Alabama Library*. Titles bearing Louisiana imprints, as well as those by Louisianians and about Louisiana, are included. The 3339 items have been arranged by subjects and subdivisions of subjects. Many annotations are included. The bibliography should be useful to researchers as a guide to a collection which Dr. W. S. Hoole, director of libraries, describes in the preface as "an inordinately rich source of information about Lower Mississippi Valley literature, history, and social life."

Dr. Victor Selden Clark, author of *History of Manufactures in the United States*, had completed his monumental *Who's Who in Economics* before his death. This is an international biographical encyclopedia, the result of several decades of research. It contains approximately 5000 biographies of scholars, public figures, and others who have made significant contributions to economic theory and practice during the past 1500 years. Issued with the cooperation of the Library of Congress, *Who's Who in Economics* has been published in microfilm form by the American Council on Public Affairs. The length of the original manuscript, approximately 5000 pages, precluded publication in book form at a price within the reach of most libraries and research institutions, according to the publishers. The microfilm version is available in the standard 35mm. width through the American Council on Public Affairs, 2153 Florida Ave., Washington, D.C., at \$10.

The Brooklyn College Library is issuing annotated reading lists in connection with college sponsored broadcasts on Station WNYC. Copies of the reading lists may be obtained free of charge by writing to the Brooklyn College Library, Bedford Avenue at Avenue H, Brooklyn 10, N.Y. Among the topics already covered are: "Can You Understand Modern Music?" "Who and What is Un-American?" "Are the Colleges Doing Their Job?" "What is the Responsibility of Religion to Society?"

The FIAT (U.S. Army's Field Information Agency, Technical) in Germany which has worked in cooperation with the British and French occupation governments, is now preparing a series of reviews of German science. These publications will survey the results of German research in the natural sciences during the period 1939-46. They will include a large amount of material previously classified as "secret." Various libraries have been chosen as depositories for this series which will include some 55 titles covering the fields of physics, chemistry, medicine, biology, and earth sciences. The reason behind their publication is to prevent the loss to the scientific world of much that was learned in Germany during the war period when the interchange of scientific information between Germany and other countries was negligible.

The *Book of Needs* published by UNESCO depicts conditions in 15 countries of Europe and Asia. It is a 112 page illustrated report based upon surveys made by UNESCO's Reconstruction Section under the direction of Dr. Bernard Drzewieski.

The American Society of Mechanical Engineers published "The Engineering Societies Yearbook, 1948" early in March. It describes 8 international engineering organizations, 275 U.S., and 35 Canadian societies. This represents the first of a planned series of volumes concerned with the purposes, activities, memberships, policies, and new developments of all engineering societies, clubs, and councils.

Among the articles in the January 1948 issue of *The Educational Record* are "The Problem of First Principles in Higher Education," by Ordway Tead; "Education in the Modern World," by Harold Taylor; and "Improvement of Reading in High School and College," by Ivan A. Booker.

The *Harvard Library Bulletin* (Winter 1948) contains "The Library of the Harvard Medical School in 1847 and 1947," by Anna C. Holt; "The Reading of Nieman Fellows at Harvard," by Louis M. Lyons; and "Spatial Growth in the Harvard Library, 1638-1947," by Keyes D. Metcalf.

Nouvart Tashjian announces that "Nathaniel Hawthorne: An Annotated Bibliography," which has been in preparation for some years under the auspices of the New York University Libraries, is completed, and the manuscript is in the hands of the publishers. Pre-publication subscriptions, at \$5.00 per bound copy, may be made at the William-Frederick Press, 313 W. 35th St., New York 1, N.Y.

Scholarships, Grants, Prizes

A grant of \$15,000 has been made to the Association of Research Libraries by the Carnegie Corporation, for support of a project in cooperative purchasing of foreign publications, to be paid to the New York Public Library. The Association of Research Libraries and representatives of a number of other libraries and research collections have secured initial support for this Farmington Plan project which will make possible the collection of foreign publications on a cooperative basis. All materials will be made available to the fifty cooperating libraries on microfilm or by loan. During the experimental period only publications from Sweden, Switzerland, and France will be covered. Later the program will be extended to cover other countries. The Carnegie Grant is intended to cover the expenses of an operating center in the United States which, over a three year period, will be located in the New York Public Library.

Luther H. Evans, Librarian of Congress, has announced the establishment of the Bollinger Prize in Poetry, to be awarded each February for the best book of verse by an American author to be published during the preceding calendar year. The amount of the prize is \$1000, and the jury may decline to make an award for any year if in its judgment no poetry worthy of the prize was published. The 1948 award will be announced in February 1949. The jury of selection will be composed of the Fellows in American Letters of the Library of Congress who at present are W. H. Auden, Conrad

Aiken, Louise Bogan, Katherine Garrison Chapin, T. S. Eliot, Paul Green, Robert Lowell, Willard Thorp, Katherine Anne Porter, Karl Shapiro, Theodore Spencer, Allen Tate, and Robert Penn Warren.

Microfilms,
Visual-aids The University of California Library, Berkeley, has undertaken a microfilming project which will preserve and make available for study many California newspapers. Some 7,500,000 papers of unbound files in the Bancroft Library are to be photographed during the next several years. The University's Los Angeles campus and the California State Library are participating in the project. Alan D. Covey, head of the Library Photographic Service on the Berkeley

campus, is in charge of technical details.

Nineteen sound motion pictures originally made by Julien Bryan for the use of the former Coordinator of Inter-American Affairs have now been made available in 16mm. size for purchase by educational, noncommercial, nontheatrical use. The subjects of the films pertain to Latin America. The films may be bought from Burton Holmes Films, Inc., 7510 N. Ashland St., Chicago 26, Ill.

The March 1948 issue of *LSU Alumni News* contains an article describing the new Microfilm Department which was recently opened in the University Library of Louisiana State University. This new department is the first of its kind in the area and should benefit scholars who were formerly obliged to send materials away for copying.

Announcement of New Curriculum at Illinois

BEGINNING in September 1948, the University of Illinois Library School, Urbana, will offer a full program of undergraduate and graduate courses to students preparing for professional librarianship in all types of libraries. Programs of study may be followed leading toward the bachelor's, the master's, and the doctor's degree in library science.

1. Entrance to the library school may be made as early as the beginning of the junior or senior year of college. College or library school graduates will be admitted to the graduate courses as described below.

2. Undergraduate students in the library school may follow a program of studies insuring a broad liberal education, a subject specialization, and a strong foundation in the basic professional library courses which will lead to the B.S. in L.S. degree at the completion of four college years. This degree is not regarded as terminal in character, but represents completion of basic preparation for advanced professional studies in the fifth year.

3. The fifth year of advanced professional study, combined with some advanced nonlibrary studies, will lead to a M.S. in L.S. degree.

This degree will represent the minimum academic preparation for professional librarianship.

4. Experienced librarians of marked professional capacity and promise may pursue a program of advanced study and research leading to the degree of doctor of library science. The normal minimum period of study will be the equivalent of two years beyond the new master's degree. An earlier master's degree representing completion of a two year professional library school course may under certain conditions be acceptable in partial fulfillment of the requirements for the doctor's degree.

5. Students holding bachelor's degrees from any accredited institution but without previous course work in library science will be eligible for admission to the master's program upon completion of a portion of the pregraduate professional course. Normally, this may be accomplished in any regular summer session.

6. Students holding bachelor's degrees from any accredited four or five year library school may be admitted directly to the master's program without further course work.

7. Scholarships and assistantships for students in both the master's and doctoral programs are available.

Review Articles

Human Engineering

Work and Effort: The Psychology of Production. By Thomas Arthur Ryan. New York, Ronald Press Company, 1947. xii, 323p.

Measuring and Rating Employee Value. By John B. Probst. New York, Ronald Press Company, 1947. xi, 166p.

Personnel Manual for Executives. By Ross Young. New York, McGraw-Hill Book Company, 1947. xi, 207p.

Human engineering has come of age. Professor Thomas A. Ryan's *Work and Effort* is a systematic survey and evaluation of psychological investigations in the field of human productivity. It is the most important book on this subject since Roethlisberger and Dickson's *Management and the Worker*, and should find a permanent place in every library which has any interest at all in the field of management. Professor Ryan evaluates all of the basic studies which have been made on various aspects of motivation, effort, efficiency, and muscular fatigue in active as well as sedentary occupations, and reports the application of scientific method to these psychological and human-mechanical problems.

The volume might well bear as a subtitle "What We Don't Know About the Psychology of Production," because evaluation of scientific method for most of the research projects analyzed indicates that they fall somewhat short of the highest level of scientific methodology, and that the generalizations drawn from them are not justified by the data presented. However, it is not in any sense a "debunking" book. Where objective data adequate to justify a generalization are found to occur, they are reported and justified.

Work and Effort is must reading for all managers and administrators. The approach to a large number of management factors is best illustrated for librarians on pages 138-144 in which the author treats the investigations on "Lighting and Other Factors in Ocular Work." After evaluating the various approaches to measurement of the effect of lighting in terms of visual acuity, speed and

fatigue, the author reports the critical levels of illumination beyond which there is little change in output. Most librarians will be amazed to find that there appears to be no benefit in speed of reading or in reading performance above ten foot candles.

While the method is systematic and the book was designed as a textbook, with good summaries at the end of most chapters, it is very readable. One of the most important contributions it makes is in the field of definitions. The author's differentiation between efficiency and output, for example, is fundamental to any sound approach to effective use of human energy. Under the conventional Taylor approach, it is assumed that a change in methods which results in increase in output is an index to greater efficiency. That assumption is questioned very cogently in this book. While recent trends in human engineering have been toward improvement of motivation so as to obtain greater effort on the part of the worker, Ryan points out that in many cases greater effort may result in apparent efficiency over a short period, but may, in the long run, result in reduced efficiency. Studies of such cumulative fatigues will be a fruitful field for psychological research in the future. This approach should give pause to the pragmatists in the field of management who have relied almost wholly on production data as indexes to efficiency, a group which includes most of us.

The footnote references to basic literature, in this section as in all others in the book, comprise one of the best bibliographies of the whole field of human engineering that has been collected. This book should serve as the foundation for research in industrial psychology for many years.

Probst's rating forms are so well-known as to vouch for the authority of the author of *Measuring and Rating Employee Value*. It is a sound manual of efficiency ratings covering purpose of ratings, types of rating plans, and critical analysis of rating plans. The development of the Probst system is described

and its development and application in practice occupies the bulk of the book.

This is not a book for the average reader, and even the specialist in personnel management and efficiency ratings will have some difficulties following the statistical theory involved. Nevertheless, it is an important contribution. Its chief weakness lies in the generalizations of personal experience and limited experiments. Hence the basis for comparison in this, as in most employee rating schemes, is the judgment of the supervisors. The experimentation used to develop the rating scheme can hardly be said to meet all the requirements of Professor Ryan's scientific method. Nevertheless, the Probst scheme is one of the better rating schemes and the book should be of interest to specialists in the field of efficiency ratings.

Mr. Young's contribution is a peppy exposé of what he calls "the newest profession." Its style, choice of language, and presentation is intended to appeal to the busy businessman and will. The "newest profession," as the author terms human engineering, covers the relationship of human engineering to the quality of supervision and profits, instructions, human relations, motivation, improved methods and similar problems. Chapters such as "A Magic Formula," "Some Soul Searching," and "Happier and Healthier," indicate that the general function of the book is the promotional side rather than the psychological re-

search side. Nevertheless, the book should stimulate average business and supervisory personnel to a more active approach to the principles enunciated by people like Roethlisberger, Dickson, Whitehead, and now Ryan. While the intellectual content is probably considerably less than that of either of the other two books reviewed, the book is much more easily readable and will probably be read by many more people.

Incidentally, the magic formula is "He who would be a leader of men must first master himself and serve others." The chart for self-examination on pages 94-95 indicates a rather subjective approach. This doesn't prove that either Ryan's objectivity or Young's subject approaches is wholly right or wrong. Rather it does indicate the fundamental difference between this book and the one by Ryan.

The philosophy of J.M.T. and J.R.T., and J.I.T. is covered in the chapter on improving methods. Chapter 13 explains human nature in 24 pages.

The book has a very good bibliography on pages 191-195, and what is more unusual, an excellent list of visual aids on pages 197-202. Though of the Dale Carnegie school rather than the Ryan school, this book should be stimulating reading for the nonspecialist in human relations or psychology.—*Ralph R. Shaw, librarian, U.S. Department of Agriculture.*

Buildings for Service

Library Buildings for Library Service.

Edited, with an introduction, by Herman H. Fussler. Chicago, American Library Association, 1947. xiv, 216p.

Library Buildings for Library Service is a product of the institute devoted to the planning and construction of library buildings at the University of Chicago in August 1946. It deals systematically and topically with the issues met by librarians, governing bodies, and architects as they grapple with the task of providing new quarters for libraries. It seeks to treat its subject in the light of currently available knowledge and in ways helpful to libraries of various types.

The volume embraces twelve papers, which collectively undertake to set forth the historic evolution of library buildings, the functions

and contents they must accommodate, the processes entailed in a building project, the roles of the parties concerned in such an enterprise, the technical matters which relate to lighting and the treatment of air, and the possibilities opened by new building materials and changed methods of fabrication. Seven of them come from the pens of librarians who have enjoyed generous experience or observation in matters relating to the administration and/or the housing of libraries. The others were written by architects and engineers, and contribute expert information of kinds which librarians ordinarily do not possess.

The notes which are dominant in *Library Buildings for Library Service* are by no means new, but they deserve the emphases they receive in the book because they so seldom gain

complete acceptance and application in practice. Architects have subscribed to functionalism for a good many years; and the principle probably has been axiomatic with librarians even longer, even though they may have had difficulty in formulating it and may barely have been conscious of it. Similarly, flexibility has been striven for more or less intelligently in various buildings, including libraries, its advantages presumably having been seen by both designers and occupants. That these ideas should have been played upon repeatedly by speakers at the institute seems encouraging, since their general adoption may depend upon just such exploitation.

The proper division of labor on a building project possibly has not been recognized as generally as have functionalism in plan and flexibility in construction, but its logic is so obvious that the kind of stress placed upon it at the institute should go far to establish it. To be sure, some verbal differences appeared as to just what the librarian should furnish to the architect, in order that the architectural solution of a given problem may proceed and eventuate fruitfully. There was no doubt that he should present the purposes and specific needs of his institution, however, making the requirements so clear and so unmistakable that no interpreter could escape them, be he ever so unlearned in the lore and the operations of libraries. Foresight, planning, hard work, and the willingness to carry his fit responsibility are involved here for the

librarian. As the author of one paper pointed out, willingness and capacity to couch his statements in language which nonlibrarians can understand.

The technical papers may prove to vary somewhat in their value. There is much in the treatment of lighting that links up readily with the knowledge and experience of those who operate or work in libraries. It should help in the avoidance of mistakes, and perhaps pave the way for the further education of librarians in a complex and developing field. Perhaps the same can be said about the chapter on the treatment of air, but parts of it may be found difficult going for those who do not have occasion to think daily in terms of dew-point temperature, latent heat, evaporative cooling, and hygroscopic solutions.

As is pointed out in the papers themselves, the discussions are timely because building problems are much in librarians' minds. Before all the buildings now contemplated are under way, it of course is possible that some of the views and data in *Library Buildings for Library Service* may be outdated and have to be supplemented or superseded. But here is a presently valuable collection of information and viewpoints, essential reading for all who currently face building problems. It represents an important layer in the knowledge and experience regarding the housing of libraries which are being accumulated.—*Ernest J. Reece, School of Library Service, Columbia University.*

Graduate Work and Research in the South

Graduate Work in the South. By Mary Bynum Pierson. Chapel Hill, University of North Carolina Press, 1947. Published under the sponsorship of the Conference of Deans of Southern Graduate Schools. 265p.

The Graduate School: Research and Publications. Edited by Edgar W. Knight and Agatha Boyd Adams. Chapel Hill, University of North Carolina Press, 1946. (University of North Carolina Sesquicentennial Publications.) 461p.

The Graduate School: Dissertations and Theses. Edited by James L. Godfrey, Fletcher M. Green, and W. W. Pierson. Chapel Hill, University of North Carolina

Press, 1947. (University of North Carolina Sesquicentennial Publications.) 184p.

Dr. Mary Bynum Pierson's work is the first full-length treatise on graduate work in the South. The professional writings, already voluminous, consist largely of official printed reports, convention proceedings, and articles in professional magazines. Among these contributions are a few, such as the Pierson (W.F.) and Pipkin reports, which deserve the name of studies, as well as books and chapters in books by librarians which appraise the research resources of libraries in the Southern states. The time had come for a comprehensive treatment of the historical setting and problems of graduate work in

the South which should be based on this widely scattered and episodic material. The author, in attempting such treatment, has revealed the extent and complexity of the subject and has brought together much useful information.

After a brief introduction in which the author outlines the scope of her study, the book deals in two chapters with the history of graduate work in the United States and in the states which comprised the Southern Confederacy. Although Southern efforts were "limited and feeble," the really remarkable thing about graduate instruction in the earliest days was that there was as much of it as there was, and that it was as good as it was. If during these years, no institution was prepared to offer graduate work in the modern sense, at least increased opportunity for higher education was offered through the establishment of graduate programs at Johns Hopkins, Harvard, Princeton, Yale, and Columbia, and, in a few Southern institutions, especially Virginia and North Carolina. The foundations were laid for "the later development of graduate schools which were to have influence in the entire South." Dr. Pierson notes also that there were important formative influences at work outside of the formal educational program of the colleges. "The economic necessity for scientific agriculture and diversified crops . . . , the expansion of old and the establishment of new industries, the need for social reforms, and a new interest in universal public education greatly encouraged the development of southern graduate schools for the preparation of research workers, teachers, and leaders for the building of a 'New South.'"

Any single analysis of forces affecting the development of graduate work since 1900 is at best only a part of the true picture. Notwithstanding, it can be said with little fear of contradiction, that Dr. Pierson's chapter on "Influences after 1900," admirably reflects the forces within and without the universities which have most vitally increased the development of graduate work and research. Dr. Pierson considers these forces under seven heads: (1) the Southern Association of College and Secondary Schools, (2) the Association of American Universities, (3) the Southern University Conference, (4) Philanthropic Foundations and Private Philanthro-

pists, (5) Learned Societies and Journals of Research, (6) Research Institutes, and (7) University Presses. The discussion of these influences is followed by a section on the organization and administration of graduate schools. There is a chapter devoted to graduate work for Negroes. A final chapter discusses what the author believes to be deficiencies in graduate work in the South and examines the opinions of Southern educational leaders as to ways to improvement, and suggests further studies needed to evaluate graduate work in the region. The appendices contain a number of useful tables showing the requirements for advanced degrees in Southern colleges and universities and the doctorates conferred by these institutions. The bibliography at the end of the volume is valuable.

For readers of *College and Research Libraries*, particular interest is attached to the place of the library in the graduate program. In tightly packed prose, Dr. Pierson shows clearly that Southern college and university libraries made remarkable progress in building collections paralleling the years when the structural organization of most Southern graduate schools was taking place and that librarians and educators have made distinctive contributions in developing manuscript and special collections, interlibrary cooperation, and close ties between the library and graduate school administration. This does not mean that all is for the best in the best of all possible library worlds. Dr. Pierson is very far from being blind to the fact that there are serious deficiencies, and plenty of room for improvement. A study of the statistics with which her book is amply provided will show that the total number of volumes in the major university libraries in the South is only slightly larger than the holdings of any one of the Eastern prestige schools and that there are many libraries within the Southern area which (not necessarily through any fault of their own) can only be described as backward. A carping critic might question her conclusions on the support of private *versus* state university libraries in the South on the basis of later statistics than those quoted in the Davidson-Kuhlman report. He might wish that certain misleading statements about the location of microphotography laboratories and cooperative library centers in the sources

quoted had been corrected. He might also wonder whether in realistic terms the interlocking of library and graduate school administrative measures ranks along with the other two distinctive contributions which are mentioned. But what librarian would take issue with an author who is convinced that university libraries, wherever they are well-administered, are doing a great work and require greater support from those responsible for the administration of graduate work! There was a time, not so long ago, when the appearance of a book on graduate work would have burnt the sensitive souls of librarians because no mention was made at all of libraries. But that time is passing. The interest of the public and of educators in libraries is increasing as is evidenced by the Pierson volume and the great series of sesquicentennial publications to which brief reference will now be made.

The University of North Carolina passed its 150th birthday on Nov. 21, 1939. It was both fitting and significant, therefore, that the university should project as part of its special observance of this anniversary the publication of a series of sesquicentennial publications representing various phases of the history and work of the university.

A brief history of the graduate school, a survey of its resources for research, an account of the university press, and a list of the publications of the faculty make up the volume in the series entitled, *The Graduate School: Research and Publications*. Dissertations and theses directed by members of the faculty appear in a companion volume under the title, *The Graduate School: Dissertations and Theses*. The former includes among its contributors such well-known names as Pierson, Coffman, Odum, Couch, Knight, the director and editor-in-chief of the entire series, Louis R. Wilson, as well as four distinguished librarians and professors in special subject fields. If one wishes to get an over-all view of the problems of graduate work and research in a university, with a detailed account of how the University of North Carolina has organized to solve them, the introductory chapter by Dean Pierson will be found most satisfying. Olan V. Cook's account of the resources of the libraries for research complements the more detailed account of book

resources edited by Charles Rush and published as a separate volume in the sesquicentennial series under the title *Library Resources of the University of North Carolina*. No single aspect of the University of North Carolina is more remarkable or deserves higher praise than its record of publication of journals, bulletins, and monographs, which Dr. George R. Coffman discusses in his contribution. A number of these university sponsored journals now bear the imprint of the university press whose work is the subject of a stimulating chapter by the former director of the press, W. T. Couch.

The second great group of material in this volume records the publications of the faculty from the beginnings to the present. This record reflects the extensive interests of the university and the diversified nature of its faculty's scholarship. Some of the writings are highly technical and theoretical in nature. Others are accounts of research work which have a very practical application to industry, government, education, and agriculture. Combined with the list of student dissertations mentioned above, it shows clearly the importance of the university's research work to the state, the region, and the nation.

The reviewer has been asked to call attention briefly to only two of the volumes in this series. He would like to point out to his colleagues that there is a great deal of interest in the whole series to the university librarian. To cite but one contribution, there is an excellent article by Professor Boggs on the building of a folklore collection in Coffman's *Studies in Literature and Language*. It illustrates beautifully the problem of developing collections which cut across several fields.

The task of editing the series must have been one of immense difficulty, for it required many collaborators. There is considerable repetition which is as understandable as it is annoying to the reader. There is some material that might just as well have been omitted. But aside from these relatively unimportant details, the series as a whole achieves its purpose brilliantly and earns gratitude for the faculty committee on the sesquicentennial celebration, and the University of North Carolina Press.—Guy R. Lyle, Louisiana State University.

Reference Books of 1944-1946

Reference Books of 1944-1946 . . . Fourth informal supplement to *Guide to Reference Books*, Sixth Edition, by Isadore Gilbert Mudge. Constance M. Winchell. American Library Association, 1947. 94p.

This fourth supplement will be, Miss Winchell hopes, the last to bridge the interval between the sixth and seventh editions of the work that has long been referred to simply as "Mudge." Alice Kroeger's labors at the turn of the century laid the foundation for Miss Mudge's excellent book, and it is fitting that Constance Winchell, who succeeded Miss Mudge as reference librarian at Columbia University, should be carrying it on.

Reference Books of 1944-1946 differs little in size, scope, and arrangement from the three supplements which have preceded it. In the Preface gratification is expressed at the increasing flow of books from Europe, tempered by regret that the flow is still far from steady. This has resulted in the omission of a number of items that the author would like to have included. Certain books which are important mainly in connection with the war are listed for historical rather than immediately practical purposes.

Because the seventh edition of the *Guide to Reference Books* is expected by 1950, the index, which is so useful in a classified work of this kind, has not been cumulated with that for the other supplements. To check an item in the work as a whole it is now necessary to consult three indexes, not a heavy task, nor a frequent one for any individual user, and a saving in time and labor in the preparation, and of cost and bulk in the product.

Care has been taken to keep the record of books entered in previous supplements up-to-date. The Library of Congress *Catalog* is a case in point; and for this work the anticipatory note on future parts is an example of the generous service *Reference Books of 1944-1946* gives.

Works which have been revised since an earlier listing are also recorded, in keeping with the declared policy. Henley's *Twentieth Century Book of Formulas, Processes and Trade Secrets* appears yet again, for the sake of "slight revision and a few extra-numbered pages." The value of this kind of

entry is open to question. The old familiar faces crowd the new, and as the supplements come only at three-yearly intervals, librarians are unlikely to rely on them alone for data about latest editions. Mention of all important changes, and perhaps of minor changes in foreign publications, is valuable; small alterations to reference books in English might be better left to editions of Mudge itself, supplementary information to be obtained from the usual bibliographical sources.

Restatement and possibly amendment of the criteria which determine inclusion as well as repetition of entries would be helpful in a future supplement of this kind. The fifth edition of *Ulrich's Periodicals Directory*, published this year, is listed in *Reference Books of 1944-1946*. What is the principle followed with cumulative publications such as Wilson's? The 1945 volume of the *Bibliographic Index* is entered, and this before its final cumulation, but certain other periodical indexes appear only in their final form. Mindful of Miss Mudge's statement in the Preface to *Reference Books of 1935-1937* that no attempt was made "to record new volumes of established reference annuals unless some discontinuance, irregularity of publication, or note-worthy change" called for comment, Miss Winchell might consider the extension of this policy to all works which appear regularly and are to be continued indefinitely. The use of open entries, similar to the record of *Agricultural Index* in the sixth edition of *Guide to Reference Books*, would be sufficient indication that a work is appearing at the intervals indicated in the description. The result would be a considerable decrease in the number of entries and a greater prominence for those that are fresh. Other titles that merit inclusion could be listed without increased costs.

In this connection, may a reviewer make an informal suggestion about these informal supplements? They and the *Guide to Reference Books* are so good that any way of making them even better is worth considering. The tool is used and valued in many countries; might it not enlist their far-flung aid? The editor includes only those books she herself has examined. Her field of selection is limited by the completeness of bibliog-

raphies and the distributing efficiency of publishers. If persons overseas whose work brings them into contact with new reference books were to send a brief description of these to Miss Winchell she might be helped in her task of assembling titles for examination. In the final result the very great use-

fulness of the *Guide to Reference Books* and its excellent supplements, of which *Reference Books of 1944-1946* is typical, would be increased for all who make use of them, both in this country and abroad.—*Wilma Radford, library assistant, Public Library, New South Wales.*

Governing Boards and Libraries

Men Who Control Our Universities: The Economic and Social Composition of Governing Boards of Thirty Leading American Universities. By Hubert Park Beck; with a foreword by George C. Counts. New York, King's Crown Press, 1947. x, 229p.

College and university libraries are on the way to gaining equality of status and consideration with other instructional departments. Librarians therefore should be reviewing their boards of trustees with the same kind of concern as is appropriate to their classroom-teacher colleagues. The matter of fact is that the librarian's concern is greater because the average trustee understands the role of librarians less than he does that of teachers.

Dr. Beck's book is an indispensable aid to the librarian who wishes to look squarely at his trustee situation. Of special interest to the administrator and student of administration are the numerous tables (p. 168-98) which show the distribution of board members by occupation, age and length of service, offices and directorships in business enterprises, and method of designation. The information bearing on socio-economic backgrounds will have extraordinary meaning for librarians operating in publicly supported institutions where boards of governors must represent the claims of their institution upon the tax funds of some governmental unit. In addition to general analyses which describe the composition of governing boards on a nation-wide scale, the author has provided much enlightening data for the thirty individual universities studied.

The author addresses his study and conclusions to an extremely broad audience composed of all who are interested in the relationship of social forces and backgrounds to education. Librarians will therefore find practically nothing that relates specifically to their functioning in institutions of higher

education—with the exception of the reported fact (p. 58) that 5 out of 734 board members were librarians or museum officials. (This small representation is not as deplorable as it may seem when one notes the "total absence of professional sociologists, economists, psychologists, political scientists, social workers, and social welfare administrators" from governing boards.) There is a good deal, however, which should stimulate thought and inference among librarians of college, university and endowed research libraries.

One may well, for example, raise questions about the educational accomplishment of members of governing boards. A very large percentage (72 per cent) hold earned bachelor's degrees; a still higher percentage show educational achievement beyond the high school. From the point of view of improving financial support generally, and salary scales for librarians in particular, may it not be desirable to have larger numbers of board members with an educational background which has demanded more extensive and serious use of libraries such as is implied in any program of graduate study? Again, one notes that the age-level data places most board members in college some thirty to forty years ago, in a period well before libraries assumed their enlarged role in the instructional program.

As one reads in Dr. Beck's book of the numerous and varied business, institutional, and charity activities in which individual board members engage, he is inclined to question whether the paucity of time and energies left for a college or university would not of necessity result in superficial interest. With all of these activities (p. 105-06), board members can hardly be expected to attain a working acquaintance with the aims, operations, and needs of one part of a university—its library. It would be interesting to know how frequently, if at all, members of govern-

ing boards have visited the libraries directly or indirectly under their jurisdiction. What image do trustees have of their librarians? Do they think of them as the book-fetching and date-stamping set one met at a public library desk in the days of yore?

It may be argued that there is little pertinence in these questions because governing boards are but rubber-stamping agencies for the college president's decisions. Dr. Beck points out that this is far from true especially

in matters of budget allocation. Trustee interference in the matter of appointments must also be taken into account. There is also the question of academic freedom which has on occasion reared its ugly head in the annals of librarianship. For those whose primary interest is in endowed research libraries, the problems which are discussed in this book must have even greater immediacy. —*Sidney Ditzion, College of the City of New York Library.*

International Exchanges

American Library Association. Board of Resources of American Libraries and International Relations Board: Conference on International Cultural, Educational and Scientific Exchanges, Princeton University, November 25-26, 1947. Preliminary Memoranda. Recommendations Adopted; Summary of Discussion. By Edwin E. Williams [and] Ruth V. Noble. Chicago, American Library Association, 1947. xxii, 210p.

In the autumn of 1839 there arrived in the United States a Frenchman "of rather under the medium size, spare, with long hair, sparkling eyes, and an energy of gesticulation which," said a contemporary, "accords well with his animated countenance." This man was imbued with an idea, and it was admitted that "everybody with whom he converses becomes enlisted in his project, nor is it possible to withstand his earnest arguments, which evidently come direct from the heart." The subject of this description was Alexandre Vattemare, and his idea was to promote the international exchange of publications. "Intelligence diffused and everywhere accessible!" was his battle cry. The art of printing, through which intelligence is diffused and made accessible, was for him nothing less than "that mighty engine which has established the future liberty of the human race." His own job was to promote the diffusion and the accessibility.

The story of the immediate and enduring benefits to American scholarship which resulted from Vattemare's visit composes a well-known chapter in American library history (it is summarized and adequately docu-

mented in the work under notice), and his memorial to Congress in 1839 is often cited. The present work promises to become a landmark of at least equal prominence. Superficially, it is the record of a two day conference at Princeton in the autumn of 1946, attended by thirty-two librarians and others, to discuss the whole matter of exchanges. The idea for the conference and the supporting studies was originally conceived by Carl H. Milam. The meeting was sponsored by the Board on Resources and the International Relations Board of the American Library Association. The preliminary work as well as the publication of the results were made possible by the Carnegie Corporation. That the conference was related to the work of UNESCO is evident from its title. (Actually, since the interest of the conference was restricted to library exchanges, the title is a trifle misleading.) The charter of UNESCO specifically mentions international exchanges as one of the objects which it will promote in the interest of peace. The question put to the Princeton conference, therefore, was "how the highly significant aims can be most effectively achieved."

To the Princeton conferees the subject of exchanges was no longer the simple matter that it was to Vattemare. In the one hundred nine years which have elapsed since the publication of his memorial, the simple concept of exchange of publications has become entangled with a multitude of dependent and ancillary considerations. It is a chief merit of the present work that it has assembled, disentangled, and brought order into these various considerations. The lapse of time has

caused, too, some shifting of emphasis, and has somewhat mixed the motives. "Of all the countries in the world," Vattemare maintained, "America will have the most to gain in entering into this plan." The present work assumes that the United States has at least as much to give as to gain, has at the very least an obligation to take the initiative in developing arrangements; and as a sad commentary on human "progress," contains a chapter devoted to rehabilitation of war-devastated libraries.

It is interesting to find, however, that the stakes are the same for the librarians at Princeton as they were for Vattemare, though differently expressed. To the Princeton conferees the ultimate objectives were "society's progress," "international understanding, fundamental to international good will," and "intelligent and informed world opinion." To Vattemare the objective was nothing less than "the future liberty of the human race." The difference is one of tone. The record of the Princeton conference is a sober book, feeling its way through a difficult set of library problems. It was not appropriate that it should use the rhetoric which leaped so facily to Vattemare's lips. But while this book lacks the missionary fervor with which Vattemare so quickly won support for his idea, it does not lack an exciting quality of its own. It is the exciting quality which is felt when a mass of hitherto imperfectly related details is found to have been brought together so as for the first time to present a view of this whole. This statement refers not to the record of the discussions of the conference, but to the preparatory material, which as now presented in this volume makes a permanent contribution to library literature.

The agenda for the conference were arranged under twelve principal subjects. It will probably be agreed that a better choice, from the point of view of getting discussion on fundamental problems and avoiding the side issues and the trivial, could not have been made. Each of these subjects was then made the topic of a summarizing memorandum prepared by Edwin E. Williams, of the staff of the Harvard College Library, and Ruth V. Noble. The object of the memorandum was in each case to bring together in a

rapid survey a record of the previous activity, accomplishments, and proposals in the field; to point out the principal unresolved problems; and to raise pertinent questions which might stimulate the discussions of the conference. The effect of this treatment was to provide an admirable historical perspective, in condensed yet adequate and documented form, of the subjects under discussion. In some cases this perspective reached back for several centuries. In others, it brought into view proposals so recent that papers on the subject were still lying unpublished on the desks of the conferees at the date of the conference. Admirable, too, is the effectiveness with which this treatment placed the various parts of the subject in essential relationship to each other. It is not inappropriate, therefore, that of the entire volume before us, less than a third is devoted to the conference itself, and more than two thirds to the Williams-Noble memoranda. Altogether, the preparatory work for the Princeton conference forms the best preparation for any library meeting, and the most continuingly useful compilation of the kind that this reviewer has seen.

The scope of the study, and the extent to which it exposed the conference to a consideration of fundamental problems, is indicated by the twelve topics selected as subjects for the memoranda. These were: author bibliography, subject bibliography, interlibrary loan, photographic reproduction, cooperative acquisition and specialization, international exchange of documents, exchanges between libraries, international commercial exchanges, barriers to international exchange, exhibits, international exchange of (library) personnel, rehabilitation; and a final discussion of agencies and priorities. It is obvious that, for such an agenda, the two days of the conference itself allowed meager scope for discussion.

At the termination of its necessarily concentrated consideration, the conference adopted twenty-four resolutions. Of these, five dealt with fundamental problems in bibliographic control; three, matters relating to union catalogs and the recording or concentration of library resources; three with various problems and applications of photographic reproduction, including copyright and interlibrary loan; three with cooperative acquisitions; three with the exchange of library

materials, exhibits and personnel; two with the state department information libraries; three with the elimination of barriers to exchange; and two with the work of coordinating agencies in the field of exchanges and documentation. Of the latter, one was concerned with the work of the American Documentation Institute and the International Federation of Documentation, and one dealt with a proposal of Dr. Julian P. Boyd that there be established, in conjunction with the U. S. National Commission for UNESCO, a national educational, scientific, and cultural authority. The various recommendations were directed to a number of agencies: to the A.L.A. (5), A.R.L. (4), UNESCO or the U. S. National Commission for UNESCO (5), the Department of State and the Library of Congress (4 each), the Congress, the armed services, the Treasury Department, the American Book Center, and the Library of Congress Planning Committee (1 each), besides three expressions of opinion without definite recommendations to a par-

ticular body.

The readers of the proceedings of the Princeton conference deserve to be informed what progress has been made, during the year and a half which it has required to print its transactions, in executing its recommendations. It is gratifying to know that if a report of progress were to be made at the present time, it would show that few of the recommendations have not had or are now failing to receive serious attention, and that some are actually in process of accomplishment. Nevertheless, it is to be hoped that a systematic report will soon be made available, showing not only just what has been done, but where, and the extent to which responsibility has been accepted for accomplishing what still remains to be done. The Princeton conference, if it already has some claim to be regarded as a landmark, will only prove usefully so if it is actively employed as a point from which to measure distance and direction.—*Verner W. Clapp, Library of Congress.*

British Sources of Reference

British Sources of Reference and Information, a Guide to Societies, Works of Reference and Libraries. Compiled under the direction of a Committee of Aslib and edited by Theodore Besterman. London, published for the British Council by Aslib, 1947. 58p.

This selective guide to the resources of British libraries supplements and by no means supersedes the *ASLIB Directory* of 1928. Even allowing for the latter's inclusion of information agencies other than libraries and its different organization resulting in some repetitive information, the older 425 page quarto volume contains information on more libraries and more special collections than the new slim octavo of 56 pages.

However, the new guide brings information to date, with its news of some former collections that were bombed and burned out of existence and, on the other hand, of collections which have increased in size, like the Manchester University Library, which appears to have doubled itself in the last twenty years. Notes on the facilities for photographic reproduction, and other services which li-

braries are now prepared to offer, are also a welcome addition.

The general description of the British library system as a whole, with its efficient organization for a national lending service, and the accounts of the British library and book organizations, constitute a new and valuable introduction for the scholar, student, or librarian beginning or renewing acquaintance with the great bibliographical resources of Great Britain. It should be noted that certain Irish libraries which were included in the *ASLIB Directory*, published before the establishment of the independent sovereignty of Eire, are missing here. One will have to turn back to the old directory or the still older *University and College Libraries*, by Newcombe, for information about Trinity College Library, which is mentioned in the new guide only as one of the copyright libraries which does not lend books.

The arrangement of material differs from that of the old guide. Instead of an extensive list by subject of special collections, with a list of libraries arranged by city and

an index of collections by name, five lists of libraries are grouped as copyright, university, principal public, special and government libraries. The key to subject specialization is the index of eleven columns. The names of some, but not all, special collections are included in the index. For example, the Balcarras state papers in the National Library of Scotland are entered in the index, but not the Denmilne papers in the same library. Some omissions and inconsistencies of subject entries also detract from the usefulness of the index. For example, the special collections on furniture in the Bethnal Green and Shoreditch public libraries are indexed, but not the special collection on furniture in the National Library of Scotland. The collection on Scottish music in the national library is indexed under "Scottish music," but that in the Dundee Public Library is under "music, Scottish."

As the object of the index is presumably to guide the inquirer to the libraries which contain material on the subject of his interest, one might suggest that it could have been improved, even doubled in length, by the omission of the list of general works of reference. These can be easily found in bibliographies

of reference books and various textbooks for readers' self-guidance. It is perhaps just as well that "technical difficulties on the production side" prevented the inclusion of the selected book lists originally planned. If any list of specific books is to be included, one of printed library catalogs and bibliographies which locate copies would be more appropriate to this type of book. However, with the system of national and regional union catalogs in Great Britain, this kind of list might not seem too necessary to a person dwelling or sojourning there, as it does to one on the other side of the ocean. The consultation of the printed aids to location of books is a time- and money-saver only for the would-be borrower thousands of miles away.

In conclusion we may say that this little book, hardly more than a pamphlet, is as welcome as the first thin slice of roast beef was after rationing and scarcity, but we look forward to the day when a whole roast can be put before us again. The cooks have doubtless done the best they could under the circumstances. They have whetted our appetites for more.—*Margaret Hutchins, School of Library Service, Columbia University.*

Revision of "Organization and Personnel Procedure"

A subcommittee of the A.L.A. Board on Personnel Administration is working on a revision of "Organization and Personnel Procedure," which was first published by the board in 1940. It is hoped to include in the revision several examples of good personnel forms, such as application blanks, interview sheets, service rating forms, agreement or contract forms, letters of appointment, and the like. The subcommittee urges librarians who have forms which they consider satis-

factory to send five copies of each for examination.

The committee is made up of representatives of college and university, large public, small public, school, and special libraries, and is interested in a response from all types of libraries. Kindly send copies of forms immediately to Amy Winslow, chairman, Subcommittee on Personnel Organization and Procedure, Enoch Pratt Free Library, Baltimore, Md.

New Members

PERMANENT membership records have been kept only since 1946—so in this listing members joining during the period Jan. 1-Apr. 1, 1948, are called "new" if they did not belong in either 1946 or 1947. Because of various factors there may be an unusual degree of error in this first listing. We would appreciate your help in making our records accurate. So would you please notify N. Orwin Rush, Executive Secretary, 50 E. Huron St., Chicago 11, of any corrections which should be made. New institutional members will appear in a later listing.

Ackley, Mrs. Corinne B., University of Washington
 Adams, Dorothy Jeanette, Riverside, Calif., Central Junior High
 Adams, Florence Elizabeth, Yale University
 Aguayo, Jorge, Universidad de la Habana
 Alexander, Leona May, Oakland, Calif., Public Library
 Alexander, Virginia, University of South Carolina
 Alford, Attie A., Florida State University
 Alford, Ruth Virginia, University of Delaware
 Ameshe, Helen M., University of Denver
 Anders, Richard Lear, Champaign, Illinois
 Anderson, Geraldine D., Pittsburgh Consolidation Coal Co.
 Anderson, Isabelle T., University of Utah
 Anderson, Mary Agnes, Belhaven College
 Anglemeyer, Mary, New York State Division of Placement and Unemployment Insurance
 Appell, Alice Jacqueline, University of Illinois
 Archer, Leonard B., Jr., Detroit Public Library
 Armantrout, Collean S., Army Map Service
 Armbrister, Roberta F., David Taylor Model Basin
 Armstrong, Clifford R., State College of Washington
 Armstrong, D. G., Calif. Institute of Technology
 Arpke, Erna Fredericke, University of California, Berkeley
 Asterholdt, Aileen, Lenoir Rhyne College
 Averill, Elizabeth A., Joslyn Memorial Art Museum of Omaha
 Averitt, Edith, Chapel Hill, North Carolina
 Averitt, Ruby Elizabeth, Texas State College for Women
 Bach, Harry, University of Oregon
 Bacon, Vera J., University of Iowa
 Bailey, Dorothy, McCormick Theological Seminary
 Bailey, Joe Handen, Murray, Kentucky, State Teachers College
 Bailey, Lucille E., Hunter College
 Bailey, M. Lois, Northern State Teachers College, Aberdeen, South Dakota
 Baird, Mrs. Violet M., Southwestern Medical College
 Baker, Mrs. Mabel Peterson, Boise Junior College
 Baker, Mrs. Mary W., Chicago Natural History Museum
 Baldwin, Ruth Marie, San Jose, Calif., State College
 Balfour, Greta H., Catholic University of America
 Ball, Phyllis, University of Arizona
 Ballou, Hubbard W., University of Illinois
 Banay, George L., Worcester, Mass., State Hospital
 Bane, Suda Lorena, Stanford University
 Banwell, Katharine E., California State Library
 Barber, Constance Roberta, Howard University
 Barden, Bertha R., Western Reserve University
 Barham, Elizabeth J., Catholic University of America
 Barksdale, Gaynelle W., Atlanta University
 Barrett, Elizabeth, Toledo Public Library
 Barrett, Marguerite E., Creighton University
 Barnes, Vera Mae, Grinnell College
 Barron, Mrs. Kathleen M., Georgia State Dept. of Public Health
 Bartlett, Eleanor Louise, Massachusetts Institute of Technology
 Bartlett, Helen, Parsons Junior College
 Bartolini, R. Paul, University of Wichita
 Bassett, Mary Henrian, Southern Christian Institute
 Batten, Charles E., Crozer Theological Seminary
 Baxter, Mabel G., Kansas State Library
 Baxter, Marie Winslow, Union College (Barbourville, Ky.)
 Beard, Geraldine, University of California, Berkeley
 Beckham, Jessie E., Grand Rapids Junior College
 Beem, Miss Blake, University of Louisville

Bell, Bernice K., Wesley Junior College
 Bellingham, Harold, University of Denver
 Bennett, Melvin, Kent Library (Cape Girardeau, Mo.)
 Bentz, Dale M., East Carolina Teachers College (Greenville, N.C.)
 Berg, Virginia A., University of Illinois
 Bevis, Leura Dorothy, University of Washington
 Bielby, Ruth M., Syracuse University
 Billington, Donna Jean, Harris College of Nursing
 Bishop, Amie-Louise, University of Colorado
 Bishop, Mrs. Ethel Langdon, Nebraska Wesleyan University
 Bishop, H. E., U. S. Army Medical Library
 Bitting, Barbara, University of Illinois
 Blackburn, Robert Harold, University of Toronto
 Blackie, Marian Lois, University of California, Berkeley
 Blair, Naomi B., Indiana University
 Blake, Nelson M., The National Archives
 Blakiston, Joan Madeline, Wellesley College
 Blazier, George J., Marietta College
 Bleyhl, Norris Arthur, Mesa College
 Bliss, Helen, Eastern Oregon College
 Bobbitt, Margaret S., Marshall College
 Bond, Elizabeth M., Minneapolis Public Library
 Borden, Elmira, Dayton Public Library
 Borden, Fanny, Vassar College
 Borden, Joseph C., University of Arkansas
 Bourneuf, Mother Aimee C., Manhattanville College
 Bouwhuis, L. Andrew, Canisius College
 Bowers, Constance C., Champlain College
 Boyce, George Kenneth, Pierpont Morgan Library
 Boyd, Alice L., University of Illinois
 Boysworth, Willa M., Huntingdon College
 Bradley, Mary, River Falls, Wisconsin, State Teachers College
 Branch, Vivian, University of Georgia
 Branham, Alice Irene, Minneapolis Public Library
 Breedlove, Stella, U. S. Dept. of Agriculture, Plant Industry Sub-Branch, Beltsville, Md.
 Brett, William Howard, University of California, Berkeley
 Bright, Franklyn Furman, Brown University
 Brinkler, Bartol, Harvard College
 Britton, Jasmine, Los Angeles City Schools
 Brown, Flora M., Minneapolis Public Library
 Brown, Janet E., University of Buffalo
 Brown, Robert B., University of Michigan
 Brown, Susie Persons, John B. Stetson University
 Brownlee, Mrs. Lenore M., Adams State College (Alamosa, Colorado)
 Brubaker, Hastings Alton, Lawrence College
 Buchholz, Marion, Buffalo, New York State College for Teachers
 Buck, Gertrude, Manhattanville College of Sacred Heart
 Buck, Kathryn L., Chadron, Nebraska State Teachers College
 Buffum, Charles Walbridge, Library of Congress
 Bullock, Mary Lou, Pennsylvania State College
 Burge, Dorothy E., American Institute for Foreign Trade
 Burgess, Virginia Leslie, U. S. Office of Education
 Calmbach, Elinor, Southwestern Medical College
 Cam, Gilbert A., New York Public Library
 Camacho, Blase, W. R. Farrington High School Library (Honolulu 35, Hawaii)
 Campbell, Ella M., University of Michigan
 Campbell, Marilyn Ida, Columbus Public Library
 Canny, Robert A., Denver Public Library
 Carabelli, Angelina J., U. S. Dept. of Agriculture

Carbutt, Mrs. Katharine K., Los Angeles Public Library
 Carleton, Florence Mildred, Wayne University
 Carlson, Bern M., Golden Gate School of Management
 Carlson, Ruth A., Augustana College
 Carnes, Mrs. Frances Cox, Westminster College
 Catey, Georgia E., University of California, Los Angeles
 Cavanaugh, Mrs. Joyce J., Joint Reference Library (Chicago)
 Cavanaugh, Lucile C., St. Francis College
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Whetstone, Vane Rea, Carnegie Library, Knoxville
White, Gretchen, College of Wooster
- White, Viola Chittenden, Middlebury College
Whitehead, Olive F., American Sugar Refining Co., Philadelphia
Whitenack, Arthur Elmer, Mary Washington College
Whitman, Davis, University of Mississippi
Whitman, Ruth, North Dakota Agricultural College
Wilder, Annette B., M.S.C. Demonstration School, Hattiesburg, Miss.
Wilkins, Frances Vroman, Keuka College
Williams, Marie B., Chicago Public Library
Williams, Virginia, University of New Mexico
Williamson, Mrs. Jeanette G., Sampson College
Williamson, William Landram, Baylor University
Willingham, John R., East Texas State Teachers College
Willoughby, Mabel E., Howard College
Wilson, Mabel Zoe, Western Washington College of Education
Wilson, Rebecca, University of Michigan
Winchester, Genevieve E., University of Wisconsin
Winer, Mrs. Monalee Ellis, Dept. of State, Washington, D.C.
Wissler, Mary V., American Museum of Natural History
Wistrup, Ann Marie, Rensselaer Polytechnic Institute
Withenow, Lois Esther, Stockton Public Library
Wolfard, Nancy S., Queens College
Wood, Mrs. Chloe M., University of Southern California
Wood, Lulu L., Ashland College
Wood, Mrs. Rachel F., Mt. Vernon Seminary
Woodward, Anne M., Mary Baldwin College
Wright, Emma G., University of Oregon
Wuertz, Mrs. Clara Lorelle, University of Wichita
Wynne, Marjorie Gray, Yale University
- Yager, Athol, University of Texas
Yelland, Philippa I., Michigan State College, East Lansing
Yen, Wen-Yu, National Roosevelt Library, Chungking
Yerkes, Helen Hay, Columbia University
Young, Dorothy B., Texas Technological College
Young, Elma L. Clark, Placer College
Young, Mrs. Gladys (Driver), Bendix Products Division, South Bend, Indiana
- Zabriskie, Mary E., Radio Corporation of America, Lancaster, Pa.
Zeides, Solomon, Yeshiva College
Zimmerman, Lee Franklin, University of Idaho
Zumstein, Marjorie Anne, University of Chicago

Committee on Implementation of the National Plans

The Committee on Implementation of the National Plans, recently authorized by the A.L.A. Executive Board and organized during the midwinter meeting, is now at work. Under the chairmanship of Edward A. Chapman, Rensselaer Polytechnic Institute Library, the C.I.N.P. is charged with seeing that something is done about the national plans which have been completed for every type of library service in the country. The mimeographed list of national plans, "Library Planning and Standards" (revised Jan. 1948) is available upon request from A.L.A. Headquarters.

The committee's over-all objective is to assist in the development and execution of plans for all types of library service in every state as a unified national effort, by all librarians working together, instead of along separate lines of special interest. As the first

order of business, the committee is proposing a 1948 model state planning committee for libraries of the character indicated in the following statement of the committee's basic function:

To cause and assist the organization, in every state, of state planning committees for libraries so that they uniformly represent the interests of all types of libraries and library services at the same time, and include all outside representation that can conceivably contribute to or affect library planning and plan execution.

The work of C.I.N.P. is directed toward the achievement of one of the important elements of the A.L.A.'s *Four Year Goals*—" . . . the further development of state plans within the framework of the national plans for all types of libraries."

Publications Committee to Assemble Significant Documents on Library Administration

The following letter and checklist recently sent to librarians of college, university, and research libraries by the Publications Committee of A.C.R.L. inaugurates a project to assemble at A.L.A. Headquarters a comprehensive collection of source materials for the study of libraries in the sphere of interest represented by A.C.R.L.

The letter is self-explanatory. If your library did not receive a copy of this letter it is hoped that you will consider this as a request for the material described.

The Publications Committee of the Association of College and Reference Libraries needs your help in a plan to assemble in the office of the Executive Secretary of A.C.R.L. a collection of significant documents reflecting current practices in the administration of college, university, and research libraries.

The decision to undertake this project was dictated by the desire to make generally available to all interested libraries and library schools the wealth of information and experience recorded in documents now available only through individual search and contact with individual institutions more or less on a trial and error basis. It is the further hope of the committee that the existence in one place of a comprehensive collection of such materials will stimulate the production of useful articles and publications in this field. Specifically, the materials assembled from this request will be analyzed to determine the practicability of compiling a sourcebook for college and university library administration.

The plan, as now envisaged, provides for consultation of these materials at A.L.A. Headquarters, the loan of the materials to libraries, and possible reproduction for use of libraries and library training agencies.

For your convenience, a checklist of the types of material wanted is presented below. In general, the aim of the project is to bring together in one place not only the published materials such as library handbooks, personnel codes, statutes relating to the library,

rules, regulations, and loan privileges, but also manuscript materials such as budgets and budget justifications, letters and memoranda prepared for policy conferences with library staff or institutional officers and faculty, and memoranda or orders issued to implement policy decisions. Confidential or semiconfidential material could be labeled so that it would not be released except by permission of the originating institution.

To assure the continued success of this project, it is requested that you not only supply materials currently available but that you continue to send without further solicitation similar materials as they become available.

Any questions regarding interpretation of this request or regarding use of the material should be sent to N. Orwin Rush, Executive Secretary, A.C.R.L., American Library Association, 50 E. Huron St., Chicago 11, who will either supply the information desired or forward correspondence to the Publications Committee for reply.

Your cooperation in this project is earnestly solicited.

RICHARD H. LOGSDON, *Chairman*
A.C.R.L. Publications Committee
Columbia University Library

Checklist of Materials Desired

Annual reports
Staff manuals
Student handbooks containing library data
Faculty handbooks
Library news letters and book lists containing news items
Statement of rules, regulations, loan privileges
Budget and budget justifications
Personnel codes
Classification and pay plans
Statutes related to the library
Interpretations of statutes
Organization charts
Statements describing book selection policies
Departmental manuals such as acquisitions, cataloging, binding and interlibrary loan
Building plans
General orders
Statements covering organization, functions

or responsibilities of the library or any of its departments
 Letters, memoranda, or other documents prepared for policy meetings with library staff, institutional officials, library committees, etc.
 Letters, memoranda, or other documents issued to implement policy decisions
 Statements of responsibility or functions of library committee or other advisory groups
 Reports of surveys including self-surveys
 Documents describing organization and activi-

ties of staff associations, etc.
 Statements describing local cooperative agreements regarding book acquisition, service, etc.
 Documents describing local agreements for exchange of catalog cards and establishment of union catalogs (particularly those not generally known to the profession)
 Documents describing "Friends of the Library" and similar activities
 Documents describing extent of staff participations in management of the library.

New Program at Columbia

WITH the winter session of 1948-49, the School of Library Service, Columbia University, inaugurates two completely new programs of study leading to the graduate degrees of master of science and doctor of philosophy. This is the first basic revision of the program and degree structure since the school was reorganized in 1926.

The content of the curriculum for the master's degree may be described under the four headings of foundations, resources, readers, and methods, and consists of ten three-point required courses, and an additional six points taken from the elective offerings of the school or other departments of the university.

The doctoral program of instruction for 1948-49 will offer a series of seminars in foundations of librarianship, bibliographical re-

search, library resources, readers and reading, organization of materials, library administration, and education for librarianship.

The minimum period of residence for the master's program is a winter, spring, and summer session. For those students who cannot carry the expense of a full-time study program, the work-study program offers a half-time position in a college, research, or public library to be combined with a semester study program of nine hours taken for four consecutive winter and spring sessions. Income during the winter months ranges from \$85 to \$100 with a double salary during the summer months.

Application for admission to all courses must be made on forms obtainable from the Office of University Admissions or the School of Library Service, Columbia University.

Recent Publications

PSYCHIATRY: *Its Evolution and Present Status*, by Dr. William C. Menninger, discusses the background of psychiatry's development and the mechanisms involved in man's struggle with emotional conflicts. Based on the Messinger lectures delivered at Cornell last fall.

152 pages, \$2.00

WRITERS FOR TOMORROW, edited by Baxter Hathaway, Assistant Professor of English, Cornell University, is a collection of stories submitted in creative writing courses at Cornell. These young men and women have produced a collection of fiction which is of professional caliber.

236 pages, \$2.75

AMERICAN VANGUARD, edited by Don M. Wolfe, consists of short stories, sketches, chapters from novels, and a documentary from the pens of students in the writers' workshops at the New School for Social Research. These selections are revealing and provocative.

352 pages, \$3.50

EDUCATION FOR AN INDUSTRIAL AGE, by Alfred Kähler and Ernest Hamburger, was published for the Institute of World Affairs of the New School for Social Research. "A valuable guide in the field of vocational and technical education."—*The New York Times*.


352 pages, \$3.75

ECONOMIC SECURITY AND INDIVIDUAL FREEDOM: *Can We Have Both?* by Albert Lauterbach, examines the twin fears of oppression and depression that haunt the western world, and presents a fearless analysis of the alternative forms of social control.

184 pages, \$2.50

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